

## Ongoing Assessment Project (OGAP): A Focus on Fractions

### Thoughts on Administering the OGAP Fractions Training Items/Pre-Assessment

An important component of the Vermont Mathematics Partnership's Ongoing Assessment Project involves gathering information about student understanding of fraction concepts before beginning instruction through the administration of a pre-assessment. This training items/pre-assessment is designed to elicit developing understandings, pre-conceptions, misconceptions, and common errors that students make when solving questions involving fractions. It is in this spirit of formative assessment that we offer the following thoughts on administering the training items/pre-assessment.

**IMPORTANT:** The results from these items will be used throughout the OGAP workshop. The information gleaned from these items will provide participants invaluable information about their students fractional understanding.

#### **Tips for Students**

Let the students know that this is a pre-assessment on material that they will be learning this year so some or all of the material may be new to them. Encourage them to try their best even if they are unsure. Remind them that the information will help you in your planning, and will not be used as a grade.

#### **Time**

The amount of time students need to complete the pre-assessment will differ depending on the grade level and the number of items in your pre-assessment. The pre-assessment can be administered in numerous ways. Some teachers choose to spread the assessment over several days while others administer the entire assessment in one class period. Again, the purpose is to collect evidence from your students so feel free to choose a schedule that works best for your students.

#### **Level of Teacher Assistance**

The purpose of formative assessment is to collect evidence that will help you best meet the needs of your students. With this in mind, feel free to read any items to students who you feel need this type of accommodation. You may also decide to scribe for students who require assistance with writing. Although no special materials are needed to complete the pre-assessment, students can use tools or manipulatives that are part of regular classroom instruction. By all means assist students in decoding non-mathematical vocabulary. *You should not, however, help students interpret any mathematics content.*

#### **Final Thoughts**

The ideas above are not intended to be used as a “checklist of do’s and don’ts” but rather as a way to communicate the spirit in which the pre-assessments are best administered to your students. Please bring the completed pre-assessments to our September sessions. A major goal of these sessions is to help you learn how to analyze the evidence in your students’ responses and use your findings to influence your upcoming fraction instruction. Feel free to contact Marge Petit ([mpetit@gmavt.net](mailto:mpetit@gmavt.net)) if you have any questions.