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Assessment Tools in Mathematics

Education programs incorporate the efforts of teachers and the policies introduced to enhance the success of the learning procedures. Teachers take the initiative of helping the students in attaining education experience as well as prepare the students for a better future. Math lesson instructions can involve developmentally appropriate assessment strategies that are deemed competent in enhancing the learning process. Pre-assessments are also useful in preparing the students in the math learning process. Formative and summative assessment programs are used to evaluate the effectiveness of learning procedures in math. Learning can be assessed based on summative and formative assessments. Activities include counting activities, the use of software in addition and subtraction activities, and family activities in math learning strategies.

Summative assessment procedures are used to evaluate the success of the mathematics learning process. The summative assessment process is applied at the end of a learning tenure, such as the end of term exams and assessment strategies. For example, the three activities of math learning could be assessed at the end of a semester/term in different scenarios. The counting math learning activity can be evaluated at the end of the term or the end of the learning process (Connor et al., 2018). The assessment tasks can include counting and labeling numbers from one to the farthest they can go recording the numerical numbers from the lowest to the highest, drawing and use of stickers to show the number being mentioned by the teacher, counting the shapes seen in the board, and identifying different numerals in a chart. The teachers will use summative assessment strategies in determining the student’s ability to use software such as tablets in subtraction and addition practices. The teacher will create a system that will assess the student’s ability to identify the addition and subtraction signs. This factor will also help in identifying simple mathematical questions such as the addition and subtraction of single numerals (Leonard, 2018). The third activity, which uses family’s members in counting and math identification activities, will be assessed at the end of the lesson. The teachers will increase the use of candies and the students will be asked to count the candies depending on their color. The lesson is based on sorting out the candies based on colors and counting the candies of each color (Nemeth, 2017). The method will help in identifying the effectiveness of using family activities in mathematical learning programs.

Furthermore, mathematic learning differs depending on the level of the student and the class. The learning program, however, aims at improving the educational prowess of the students as well as preparing the students for a better future. The learning programs are evaluated based on the use of summative and formative assessment processes. The summative process will incorporate the end of lesson assessment while formative is used when evaluating the effectiveness of an ongoing learning program (Nemeth, 2017). Both assessments are useful in learning the competence of the lesson. Both tools help in identifying the weak points of the students and help the teachers in understanding whether students have mastered mathematics-learning process (Connor et al., 2018).

The learning process should also accommodate students with different cultural backgrounds as well as students with disabilities. Students with disabilities should be prioritized in a classroom setting where the teachers involve special materials in helping students with special needs (Clements, Fuson, & Sarama, 2017). Implementing acknowledgment and giving assistance and directions to children with disabilities is useful in enhancing the appropriate developmental strategies. They are guided and acknowledged when they perform well in the mathematical lesson. The approach of accepting the disabled students will help in letting them know that their efforts are acknowledge in the classroom, this will help in boosting their self-esteem and confidence (Clements, Fuson, & Sarama, 2017). The teachers in the math lesson are required to improve the direction and assistance of the students with disabilities in the lesson. The process will help to support the math lesson as well as improve the outcome.

References

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