

June 15, 2020 class was focused on two main areas:

1. Social Justice in Math using Data
2. 3D assessments

I like the approach of using social outcomes to reinforce mathematics outcomes and vice versa. For math to “become real” it needs to be used in real life situations so the kids get to see “why do we need to learn this?” Socio-economic data is used in our everyday lives. We are inundated with data every day to explain why something is happening or will happen. Government and special interest groups use this data in all forms to try and sway our opinions and decisions. I think it is crucial for students to become not just informed about how data can be represented, manipulated and altered to inform and misinform us but how the data is used (including omissions of data). This is a critical step in the students being able to evaluate their work as well as the work of their peers.

The website [gapminder.com](http://gapminder.com) is a Data and charts site that was mentioned in the lesson that can be a valuable resource for teaching social justice issues.

3-D assessment

1. Practice
2. Core ideas
3. Crosscutting concepts

To be able to do 3-d assessments students need to be taught what is expected and how to answer the questions. No different to when teachers used to teach kids how to write multiple choice or fill in the blank questions. It is a skill that needs to be practiced. Being taught and assessed this way from the beginning will enable the student to do real experiments and not just demonstrations that they already know the answers to and regurgitating theories. I really like the idea of teaching them to create diagrams to represent their work, a great way to make more connections. I have my students build a resource book in science and math where they can put information that they feel is important. They are allowed to use these resource books in any of the work they do in class including any assessment that I have them complete. Assessment that doesn't have to be just measurable but includes observable is important. Students knowing that how you do something can be just as important as what you get as an answer.

One thing I believe for teachers to remember is that urban and rural living can be a “cultural” difference. I have taught for many years in rural settings and have seen many times where children have a limited or skewed view of the world around them. Understanding your students and their real life experiences is part of being able to appropriately assess them.

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