

Critical Math for the ACT Description, Goals, and Agenda

High school math teachers face continued pressure to raise ACT scores, which play a critical role in the assessment of both students and schools. How do you balance the expectations between developing conceptual understanding and reaching proficiency? A closer look at the ACT College and Career Readiness Standards and the Wisconsin Standards for Mathematics (including MIDDLE SCHOOL standards) reveals critical connections.

In this workshop, you will compare these two sets of content standards at the ACT proficiency level and explore the implications for classroom instruction when considering the Standards for Mathematical Practice. Understanding these connections can support district decisions for course and placement decisions. Sample items will be explored.

Teams of middle and high school teachers are encouraged to attend, as well as administrators.

Workshop Learning Goals

Overarching Idea: Mathematically proficient students are more than procedural thinkers. Unpacking, interpreting, and planning for two sets of standards involves creating opportunities for students to develop conceptual understanding, application, and procedural fluency.

Criteria for success:

- Can I articulate connections between ACT College and Career Readiness Standards and WI Standards for Mathematics?
- Can I reflect on how my learning today might impact my classroom instruction?
- Can I consider how I can become an advocate for change in my school and/or district?

Approximate Time	Activity	Purpose/Outcome
9:00-9:15	Introductions, workshop goals, and agenda	Get to know who is in the room and set expectations for the day
9:15-11:15 (w/break)	Overview of CCSSM and CCR, then comparison of CCR and CCSSM	Dig into the CCR Standards for Proficiency, compare to the CCSSM and see where overlap occurs. What implications does this have for our classroom instruction at the middle school? High school?
11:15-12:15	Sample ACT Items and the Standards for Mathematical Practice	Explore sample items from ACT. How might these be used in the classroom? How can we prepare students for the ACT while still developing conceptual understanding? How do we ensure opportunities for our students to engage in the Standards for Mathematical Practice?
12:15-1:00	Lunch	
1:00-2:00 (w/break)	Data on Calculus and Middle School Acceleration	Explore data around student success in Calculus and how this connects to middle school acceleration. Provide time to explore some research and position statements, as well as discussion about pathways for mathematics.
2:10-2:40	Interest Group Discussions	Provide time and space for discussions and networking around topics of shared interest
2:40-3:00	Reflections and Closing	Reflect on the learning and consider next steps.