

One District's Journey: Reeths-Puffer Schools



- Utilizing Balanced Assessment Practices
- Digging Deeper into Data
- Developing Assessment Literacy Skills

Tri-1 (2014-2015) Kindergarten Math: Counting and Cardinality

Student	K.CC.1: Can count to 100 by 1s [Task1]	K.CC.1: Can count to 100 by 10s [Task1]	K.CC.2: Can count up from any given number. [Task1]	K.CC.3: Can write numbers to represent objects 0-20 [Task 2, 3, 4]			K.CC.4: Understand that the next number refers to a quantity of one larger. [Task 5]	K.CC.5: Count up to 10 scattered objects. [Task 6]	K.CC.6 Using matching or counting skills, compare groups of objects to determine which is . . [Task 7]	K.CC.7: Compare two written numbers between 1-10. [Task 8]
				Task 2	Task 3	Task 4				

Formative Instructional and Assessment Tasks

T1	
T2	
T3	

Student Name: _____
 Date 1: _____ Date 2: _____ Date 3: _____

Counting and Cardinality Task 2	
Domain	Counting and Cardinality
Cluster	Know number names and the count sequence.
Standard(s)	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5 Count to answer “how many?” questions about as many as 20 things.
Materials	Set of 20 objects (e.g., cubes, bears), pencil, paper
Task	1. Give the student a set of 4 objects in a scattered arrangement. <i>Say: Count to see how many there are. How many are there? Write the number on this piece of paper.</i> Repeat with 7, 10 objects in a scattered arrangement. 2. Show the student a set of 12 objects arranged in a line. <i>Say: Count to see how many there are. How many are there? Write that number on this piece of paper.</i> Repeat with 16, 20 objects arranged in a line.

Continuum of Understanding	
Developing Understanding	<ul style="list-style-type: none"> • Skips number names in the counting sequence. • Inconsistently pairs each object with one and only one number name. • Inconsistently keeps track of objects counted. • Incorrectly identifies the last number counted as the total amount of the set. • Incorrectly writes a number(s) for the amount counted.
Complete Understanding	<ul style="list-style-type: none"> • Says the number names in the standard order. • Pairs each object with one and only one number name. • Keeps track of objects counted, regardless whether in a scattered arrangement or in a line. • Identifies the last number counted as the total amount of the set, answering the question “how many?” correctly. • Writes the number that corresponds to the amount counted.

*NOTE: Reversal of numbers is anticipated due to varied development of fine motor and visual development. A numeral that is reversed is still correct if it resembles the numeral.

Tri-1	Tri-2	Tri-3
Demonstrates one-to-one correspondence/ tagging to ____ with objects.	Demonstrates one-to-one correspondence/ tagging to ____ with objects.	Demonstrates one-to-one correspondence/ tagging to ____ with objects.
Demonstrates one-to-one correspondence/ tagging to ____ with objects.	Demonstrates one-to-one correspondence/ tagging to ____ with objects.	Demonstrates one-to-one correspondence/ tagging to ____ with objects.
Keeps track of objects to ____ .	Keeps track of objects to ____ .	Keeps track of objects to ____ .
Writes numbers*: ____ 4 ____ 7 ____ 10 ____ 12 ____ 16 ____ 20	Writes numbers*: ____ 4 ____ 7 ____ 10 ____ 12 ____ 16 ____ 20	Writes numbers*: ____ 4 ____ 7 ____ 10 ____ 12 ____ 16 ____ 20

<p><u>RUBRIC:</u> Task 2 (K.CC.3) Can write numbers to represent objects 0-20</p> <p>(90) 1 = consistently and accurately counts objects and writes the number for the given set of objects 1-20. (80) 2 = consistently and accurately counts objects and writes the number for the given set of objects 1-10 (70) 3 = not yet</p>

Name _____

**Sam has 5 apples. Molly gave Sam 2 more apples.
How many apples does Sam have now?**

Show your thinking with objects, words, pictures or numbers.

_____ apples

Name: _____ Date: _____

4th Grade Formative Assessment Lesson: Part B

You are the teacher in this assignment. You, as the teacher, have five student math problems in front of you. You only have time to correct two of them. Please select two student papers below to correct. When you correct them you need to do the following: **First**, check to see if the problem is correct or incorrect. **Secondly**, explain the process they used to solve it correctly or explain what they did wrong or where they made their mistake.

1. Sam, Julie, Pete, Lisa, & Fred each multiplied 28 by 17. Below each method indicate if the work is correct and then explain whether that method makes sense mathematically or not.

<i>Sam</i>	<i>Julie</i>	<i>Pete</i>	<i>Lisa</i>	<i>Fred</i>
$\begin{array}{r} 528 \\ 17 \\ \hline 196 \\ + 280 \\ \hline 476 \end{array}$		$\begin{aligned} 28 \times 10 &= 280 \\ 28 \times 5 &= 140 \\ 28 \times 2 &= 56 \\ 280 + 140 + 56 &= 476 \end{aligned}$	$\begin{array}{r} 20 \quad 8 \\ 10 \quad \begin{array}{ c c } \hline 200 & 80 \\ \hline 7 \quad \begin{array}{ c c } \hline 140 & 56 \\ \hline \end{array} \\ \hline \end{array} \\ 200 + 80 + 140 + 56 = 476 \end{array}$	

Name of Student #1: _____

_____ The answer is correct

_____ The answer is incorrect

Explain whether the method they used makes sense mathematically. Use evidence from their problem to support your reasons.

<i>Sam</i>	<i>Julie</i>	<i>Pete</i>	<i>Lisa</i>	<i>Fred</i>
$\begin{array}{r} 528 \\ 17 \\ \hline 196 \\ + 280 \\ \hline 476 \end{array}$		$\begin{aligned} 28 \times 10 &= 280 \\ 28 \times 5 &= 140 \\ 28 \times 2 &= 56 \\ 280 + 140 + 56 &= 476 \end{aligned}$		

Name of Student #2: _____

_____ The answer is correct

_____ The answer is incorrect

Explain whether the method they used makes sense mathematically. Use evidence from their problem to support your reasons.

Name: _____

Date: _____

Reeths-Puffer Rubric for Informational/Explanatory Writing—Fourth Grade

	Grade 2	Mid-level	Grade 3	Mid-level	Grade 4	Mid-level	Grade 5	Level
STRUCTURE								
Lead	<i>The writer introduced a topic based on the informative/explanatory text being written. (W.2.2)</i>	Mid-level	<i>The writer Introduced a topic and grouped related information together; included illustrations when useful to aiding comprehension. (W.3.2a)</i>	Mid-level	<i>The writer introduced a topic clearly and grouped related information in paragraphs and sections; included formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2a)</i>	Mid-level	<i>The writer introduced a topic clearly, provided a general observation and focus, and grouped related information logically; included formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2b)</i>	
Transitions	<i>The writer used words and phrases, such as and or also to show there was more to share about the topic.</i>	Mid-level	<i>The writer used linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (W.3.2b)</i>	Mid-level	<i>The writer linked ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2c)</i>	Mid-level	<i>The writer linked ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) within the informational or explanatory writing. (W.5.2c)</i>	
Ending	<i>The writer provided a concluding statement or section. (W.2.2)</i>	Mid-level	<i>The writer provided a concluding statement or section. (W.3.2c)</i>	Mid-level	<i>The writer provided a concluding statement or section related to the information or explanation presented. (W.4.2e)</i>	Mid-level	<i>The writer provided a concluding statement or section related to the information or explanation presented. (W.5.2e)</i>	

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE CONTINUED								
Organization <i>(Looking at the parts with an intentional purpose)</i>	<i>The writer used facts and definitions to develop points. (W.2.2)</i> <i>The writer used words and phrases, including using adjectives and adverbs, to describe and develop an idea. (L.2.6)</i>	Mid-level	<i>The writer developed the topic with facts, definitions, and details. (W.3.2b)</i>	Mid-level	<i>The writer developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b)</i>	Mid-level	<i>The writer developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2b)</i>	
Overall	<i>The writer wrote an informative/explanatory text in which the topic is introduced, facts and definitions are used to develop points, and a concluding statement or section is provided. (W.2.2)</i>	Mid-level	<i>The writer wrote an informative/explanatory text to examine a topic and convey ideas and information clearly. (W.3.2)</i>	Mid-level	<i>The writer wrote an informative/explanatory text to examine a topic and convey ideas and information clearly. (W.4.2)</i>	Mid-level	<i>The writer wrote an informative/explanatory text to examine a topic and convey ideas and information clearly. (W.5.2)</i>	
								TOTAL

	Grade 2	Mid-level	Grade 3	Mid-level	Grade 4	Mid-level	Grade 5	Level
DEVELOPMENT								
Elaboration* <i>(How much evidence did the writer provide)</i>	<i>The writer gathered information from provided sources to answer a question. (W.2.8)</i>	Mid-level	<i>The writer gathered information from print/digital sources; took brief notes on sources and sorted evidence into categories that supported the information being shared. (W.3.8)</i>	Mid-level	<i>The writer gathered information from print and digital sources; took notes and categorized information to support the topic. The writer provided a list of sources. (W.4.8)</i>	Mid-level	<i>The writer gathered relevant information from print and digital sources; summarized or paraphrased the information in writing. The writer provided a list of sources. (W.5.8)</i>	(X2)
Craft* <i>(The quality and clarity of details)</i>	<i>The writer used words and phrases, including using adjectives and adverbs, to describe the topic. (L.2.6)</i>	Mid-level	<i>The writer chose words, phrases and reasons to support the information or explanatory text being shared. (L.3.3a)</i>	Mid-level	<i>The writer used precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2d)</i>	Mid-level	<i>The writer used precise language and domain-specific vocabulary to inform or explain the topic. (W.5.2d)</i>	(X2)
					<i>The writer chose words and phrases to convey ideas precisely. (L.4.3a)</i>		<i>The writer used underlining, quotation marks or italics to indicate title of works. (L.5.2d)</i>	TOTAL
					<i>The writer acquired and used grade-appropriate general academic and domain-specific words and phrases that are basic to a particular topic. (L.4.6)</i>			

	Grade 2	Mid-level	Grade 3	Mid-level	Grade 4	Mid-level	Grade 5	Level
LANGUAGE CONVENTIONS								
Spelling	<p><i>The writer used learned spelling patterns when writing words (e.g., cage; badge; boy; boil). (L.2.2d)</i></p> <p><i>The writer consulted reference materials, including beginning dictionaries, as needed to check and correct spelling. (L.2.2e)</i></p>	Mid-level	<p><i>The writer used conventional spelling for high-frequency words and for adding suffixes to base words. (L.3.2e)</i></p> <p><i>The writer used spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules; meaningful word parts) in writing words. (L.3.2f)</i></p> <p><i>The writer used reference materials, including beginning dictionaries, as needed to check and correct spelling. (L.3.2g)</i></p>	Mid-level	<p><i>The writer spelled grade appropriate words correctly; consulting references as needed. (L.4.2d)</i></p>	Mid-level	<p><i>The writer spelled grade appropriate words correctly, consulting references as needed. (L.5.2e)</i></p>	

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	<p><i>The writer capitalized holidays, product names, and geographic names. (L.2.2a)</i></p> <p><i>The writer used an apostrophe to create contraction words such as can't and don't. (L.2.2c)</i></p>	Mid-level	<p><i>The writer capitalized appropriate words in titles. (L.3.2a)</i></p> <p><i>The writer used commas in addresses. (L.3.2b)</i></p> <p><i>The writer used commas and quotation marks in dialogue. (L.3.2c)</i></p>	Mid-level	<p><i>The writer used a comma before a coordinating conjunction (e.g. and, but, or) in a compound sentence. (L.4.2c)</i></p>	Mid-level	<p><i>The writer used punctuation to separate items in a series. (L.5.2a)</i></p> <p><i>The writer used a comma to separate an introductory element from the rest of the sentence. (L.5.2b)</i></p> <p><i>The writer used underlining, quotation marks, or italics to indicate titles of works. (L.5.2d)</i></p>	TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Unit 3: Fraction Equivalents
4th Grade
November 24 – January 16

Number Talk Activities		
Task 1: (part 1)	Equivalent Pizzas	4.NF.1 [M]
Task 1 Day 2: Explanation	Equivalent Pizzas	4.NF.1 [M]
Task 2: (part 1)	Trading Blocks	4.NF.1 [M]
Task 2 Day 2: Explanation	Trading Blocks	4.NF.3 [M]
Task 5: (part 1 & 2)	Who's on the Bus	4.NF.2 [M]

** The items that are highlighted are the *lessons and assessments* that should be used for common assignments that will be reported in grade book. The *corresponding standards which are to be used in grade book* are in bold font.

[M] = Major Focus area standards for Grade Level

[a/s] = additional or supporting standards

Green boxes – Games

Blue Boxes – Common Reporting and Assessment Tasks

Gray Boxes – Number Talks

Task Name	Task Type <i>Grouping Strategy</i>	Content Addressed	Standards
1. Fraction Kits	Scaffolding Task Individual Task	Recognize equivalent fractions	4.NF.1 [M] 4.NF.2 [M]
2. Red Rectangles	Constructing Task Individual/Partner Task	Exploring equivalent fractions through an area model	4.NF.1 [M] 4.NF.2 [M]
3. Pattern Block Puzzles	Constructing Task Individual/Partner Task	Demonstrate an understanding of equivalent fractions	4.NF.1 [M] 4.NF.2 [M]
4. Benchmark Fractions	Constructing Task Small Group/Partner Task	Comparing fractions	4.NF.1 [M] 4.NF.2 [M]
GAME: Tangram Challenges *New	Game can be used any time after the previous lesson. Game can be played at school, used in a workshop model, or sent home as home fun or for home work.		4.NF.1 [M]
GAME: Terrific Tar Heels *New	Game can be used any time after the previous lesson. Game can be played at school, used in a workshop model, or sent home as home fun or for home work.		4.NF.1 [M] 4.NF.3 [M]
GAME: Hatteras Hop *New	Game can be used any time after the previous lesson. Game can be played at school, used in a workshop model, or sent home as home fun or for home work.		4.NF.2 [M]
GAME: Multiplying and Comparing Fractions *New	Game can be used any time after the previous lesson. Game can be played at school, used in a workshop model, or sent home as home fun or for home work.		4.NF.2 [M] 4.NF.3 [M]
5. More or Less	Practice Task Small Group/Partner Task	Comparing fractions	4.NF.2 [M]

6. Closest to 0, $\frac{1}{2}$, or 1	Practice Task Small Group/Partner Task	Comparing fractions	4.NF.1 [M] 4.NF.2 [M]
7. Who Has More Gum? **New	Constructing Task Individual/Partner Task	Compare two fractions with different numerators and different denominators	4.NF.2 [M]
8. Their Fair Share (Lesson) *updated	Performance Task Individual Task	Recognize equivalent fractions, comparing fractions	4.NF.1 [M]
9. Equivalent Fractions	Practice Task Individual/Partner Task	Using multiplicative/finding equivalent fractions	4.NF.1 [M] 4.NF.2 [M]
10. Picking Fractions	FAL (Formative Assessment Lesson)	Equivalent Fractions	4.NF.1 [M] 4.NF.2 [M]
11. Making Fractions	Practice Task Partner Task	Compare and order fractions	4.NF.2 [M]
12. Write About Fractions	Performance Task Small Group/Partner Task	Write fraction number sentences and explain equivalence	4.NF.1 [M] 4.NF.2 [M]
13. Pattern Block Puzzles Revisited (Lesson) *updated	Culminating Task Individual Task	Write fraction number sentences, identify and represent equivalence	4.NF.1 [M] 4.NF.2 [M]
14. Factor Findings (Optional: Review)	Review In Curriculum Crafter	Review: Finding Factors	4.OA.4 [a/s]
15. Finding Products (Optional: Review)	Review In Curriculum Crafter	Review: Finding Products	4.OA.1 [M] 4.OA.4 [a/s]
16. Factor Trail Game (Optional: Review)	Review In Curriculum Crafter	Review: Finding Factors (Game)	4.OA.4

FORMATIVE ASSESSMENT LESSONS (FALS)

Formative Assessment Lessons are designed for teachers to use in order to target specific strengths and weaknesses in their students' mathematical thinking in different areas. A Formative Assessment Lesson (FAL) includes a short task that is designed to target mathematical areas specific to a range of tasks from the unit. Teachers should give the task in advance of the delineated tasks and the teacher should use the information from the assessment task to differentiate the material to fit the needs of the students. The initial task should not be graded. It is to be used to guide instruction.

Teachers may use the following Formative Assessment Lessons (FALS) Chart to help them determine the areas of strengths and weaknesses of their students in particular areas within the unit.

Formative Assessments	FALS (Supporting Lesson Included)	Content Addressed	Pacing (Use before & after these tasks)
Their Fair Share (Lesson #7) *Updated	Performance Task Individual Task	Recognize equivalent fractions, comparing fractions 4.NF.1	Fraction Kits Red Rectangles Pattern Block Puzzles
Picking Fractions	Individual Assessment	Equivalent Fractions 4.NF.1 4.NF.2	Fraction Kits Write about Fractions More or Less Closest to 0, $\frac{1}{2}$, 1 Equivalent Fractions
Pattern Block Puzzles Revisited *Updated	Individual Task	Write fraction number sentences, identify and represent equivalence 4.NF.1 4.NF.2	Culminating Task

In **Grade 1**, instructional time should focus on **four critical areas**:

- (1) Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;**
- (2) Developing understanding of whole number relationships and place value, including grouping in tens and ones;**
- (3) Developing understanding of linear measurement and measuring lengths as iterating length units; and**
- (4) Reasoning about attributes of, and composing and decomposing geometric shapes.**

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.




3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹ ¹ Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.)

4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Reeths-Puffer 1st Grade Math Curriculum Map (DRAFT)

2014-2015 School Year

[M] = Major Focus Area [a/s] = additional/supporting standards

	Unit 1: Creating Routines Using Data	Unit 2: Developing Base Ten Number Sense	Unit 3: Operations and Algebraic Thinking	Unit 4: Understanding Place Value	Unit 5: Sorting, Comparing and Ordering	Unit 6: Understanding Shapes and Fractions
	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
INSTRUCTION	<p>1.NBT.1 [M]: Count to 120 1.MD.4 [a/s]: Graph data</p> <p>**Rekenreks **Ten Frames **With use of objects</p> <p>1.OA.1 [M]: word problem + or – within 20 1.OA.3[M]: strategies 1.OA.5[M]: + and – within 20</p> <p>**use top 5 recommended games/activities from KG</p>	<p>1.NBT.1 [M]: Count to 120 1.MD.4: Graph data 1.OA.1[M]: word problem + or – within 20 (journals) 1.OA.2[M]: 3 number + (illustrations only) 1.OA.3 [M]: strategies 1.OA.5 [M]: + and – within 20 1.NBT.2 [M]: place value Tens and Ones 1.NBT.5 [M]: + 10, -10 (explain reasoning) 100's chart 1.NBT.6 [M]: multiples + 10 and – 10 (decades and ten frames)</p> <p>**With use of objects</p> <p><u>L-3</u> in Orange book (1.OA.1, 1.OA.2, 1.OA.3,1.OA.5) <u>G-1</u> (1.OA.1,1.OA.3, 1.OA.5) <u>L-10</u> (1.OA.1, 1.OA.3, 1.OA.5) <u>G-7</u> (1.OA.1, 1.OA.3, 1.OA.5)</p>	<p>1.OA.1[M]: word problem + or – within 20 1.OA.2 [M]: 3 number + 1.OA.3 [M]: strategies 1.OA.4 [M]: fact families 1.OA.5 [M]: + and – within 20 1.OA.6 [M]: + and - fluency 1.OA.7 [M]: meaning of = sign 1.OA.8 [M]: finding missing # 1.MD.4 [a/s]: Graph</p>	<p>1.NBT.2[M]: place value Tens and Ones 1.NBT.3[M]: < + > 1.NBT.4 [M]: PV to + and - 1.NBT.5 [M]: 5 + 10, -10 1.NBT.6 [M]: multiples + 10 and – 10 1.MD.4 [a/s]: Graph</p>	<p>1.MD.1 [M]: compare 3 lengths 1.MD.2 [M]: measure length 1.MD.3 [a/s]: telling time 1.MD.4 [a/s]: Graph</p>	<p>1.G.1 [a/s]: Shape attributes 1.G.2 [a/s]: compose 2-D and 3-D shapes 1.G.3 [a/s]: Circle, Rectangle, ½, ¼ 1.MD.4 [a/s]: Graph</p>
	Tri-1 		Tri-2 		Tri-3 	

MATH STATIONS	<p>Count to 100 forwards and backwards</p> <p>Place Value 30</p> <p>Add/Subtract to 10 with manipulatives</p> <p>Review of Rekenrek or Bead racks</p> <p>Shapes Center See if we can borrow shapes from KG teachers so the students have something familiar to begin the year.</p>	<p><u>Number & Base Ten Ext. & Interventions</u></p> <ul style="list-style-type: none"> 1.NBT.1 [M]: Count to 120 (forward and backwards) <p><u>Measurement & Data</u> 1.MD.4 [a/s]: Graph data</p> <p>**Work with manipulatives</p> <p><u>Operations and Algebraic Thinking</u> 1.OA.1 [M]: word problem + or – within 20 1.OA.3 [M]: strategies 1.OA.5 [M]: + and – within 20</p>	<p><u>Operations and Algebraic Thinking</u> 1.OA.1 [M]: word problem + or – within 20 1.OA.2 [M] 3 number + 1.OA.3 [M]: strategies 1.OA.5 [M]: + and – within 20 1.OA.8[M] finding missing #</p> <p><u>Number & Base Ten Ext. & Interventions</u></p> <ul style="list-style-type: none"> 1.NBT.1 [M]: Count to 120 (forward and backwards) 1.NBT.2 [M]: place value Tens and Ones 1.NBT.5 [M]: + 10, - 10 (explain reasoning) 100’s chart 1.NBT.6 [M]: multiples + 10 and – 10 (decades and ten frames) 	<p><u>Operations and Algebraic Thinking</u> 1.OA.1 [M]: word problem + or – within 20 1.OA.2 [M] 3 number + 1.OA.3 [M]: strategies 1.OA.5 [M]: + and – within 20 1.OA.6 [M]: + and - fluency 1.OA.7 [M]: meaning of = sign 1.OA.8[M] finding missing #</p> <p><u>Number & Base Ten Ext. & Interventions</u> 1.NBT.2 [M]: place value Tens and Ones 1.NBT.5 [M]: + 10, -10 (explain reasoning) 100’s chart 1.NBT.6 [M]: multiples + 10 and – 10 (decades and ten frames)</p> <p><u>Measurement & Data</u> 1.MD.4 [a/s]: Graph</p>	<p><u>Number & Base Ten Ext. & Interventions</u> 1.NBT.2 [M]: place value Tens and Ones 1.NBT.3[M]: < + > 1.NBT.4 [M]: PV to + and - 1.NBT.5 [M]: + 10, -10 (explain reasoning) 100’s chart 1.NBT.6 [M]: multiples + 10 and – 10 (decades and ten frames)</p> <p><u>Operations and Algebraic Thinking</u> 1.OA.1 [M]: word problem + or – within 20 1.OA.3 [M]: strategies 1.OA.5 [M]: + and – within 20 1.OA.7 [M]: meaning of = sign</p>	<p><u>Operations and Algebraic Thinking</u> 1.OA.1 [M]: word problem + or – within 20 1.OA.2 [M]: 3 number + 1.OA.3 [M]: strategies 1.OA.5 [M]: + and – within 20 1.OA.7[M]: meaning of = sign 1.OA.8 [M]: finding missing #</p> <p><u>Number & Base Ten Ext. & Interventions</u> 1.NBT.2 [M]: place value Tens and Ones 1.NBT.5 [M]: + 10, -10 (explain reasoning) 100’s chart 1.NBT.6 [M]: multiples + 10 and – 10 (decades and ten frames)</p> <p><u>Measurement & Data</u> 1.MD.1 [M]: compare 3 lengths 1.MD.2 [M]: measure length 1.MD.3 [a/s]: telling time 1.MD.4 [a/s]: Graph</p>
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1st Grade

Phonics and Word Recognition:

RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- **RF1.3g** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF1.4 Read with sufficient accuracy and fluency to support comprehension.

- **RF1.4a** Read grade-level text with purpose and understanding.
- **RF1.4b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **RF1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Phonological Awareness:

RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- **RF1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **RF1.2b** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

W.1.05 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

2nd Grade

RL.2.02: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RF.2.03b: Know spelling-sound correspondences for additional common vowel teams.

RF.2.03d: Decode words with common prefixes and suffixes.

RF.2.04b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

L.2.01: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- **L.2.01a:** Use collective nouns (e.g., group).

L.2.02: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **L.2.02a:** Capitalize holidays, product names, and geographic names.
- **L.2.02b:** Use commas in greetings and closings of letters.

L.2.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.04: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- **L.2.04a:** Use sentence-level context as a clue to the meaning of a word or phrase.

K-1 Packet – Word Fluency

Set A	Set B	Set C
F.008 Word Family Zoom (RF.1.3g) Or F.008 Word Relay (RF.K.3c) (RF.1.3g)	F.013 Speedy Phrases (RF.K.3c) (RF.1.3g)	P.042 Word Checkers (RF.K.3c) (RF.1.3g)
F.009 Fast Match (RF.K.3c) (RF.1.3g)	P.028 Say it Now (RF.K.3d) (RF.1.3b)	P.044 Word Baseball (RF.K.3c) (RF.1.3g)
F.010 Fast Words (RF.K.3c) (RF.1.3g)	P.030 Word Swat (RF.K.3d) (RF.1.3b)	P.045 Word Memory Game (RF.K.3c) (RF.1.3g)
F.012 Word Climb (RF.K.3c) (RF.1.3g)	P.032 Word Roll-A-Rama (RF.K.3d) (RF.1.3a)	P.046 Word Bowling (RF.K.3c) (RF.1.3g)

Additional Materials if Needed:

- **Sight Words Options**
 - **Baseball Words:** Set A = KG Tri-1 words; Set B = KG Tri-2 Words; Set C = KG Tri-3 words; Set D = additional 1st grade words
 - **Bowling Ball Words:** Set A = KG Tri-1 words; Set B = KG Tri-2 Words; Set C = KG Tri-3 words; Set D = additional 1st grade words
 - **Other Sight words:** P.HFWC.001- P.HFWC.050

Materials or Special Notes Include:

- **Sight Words needed for the following games:**
 - F.008 Word Relay
 - F.009 Fast Match
 - F.010 Fast Words (optional)
 - P.042 Word Checkers
 - P.044 Word Baseball
 - P.046 Word Bowling

****Select word sets based on the needs of your students.**

Formative Instructional and Assessment Tasks

Packaging Cupcakes 4.NBT.6- Task 2	
Domain	Number and Operations-Base Ten
Cluster	Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard(s)	4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Materials	Activity sheet
Task	<p style="text-align: center;">Packaging Cupcakes</p> <p>The cupcake factory packages cupcakes into packages of 3, 6, and 9 cupcakes each.</p> <p>Part 1: They have 1,782 cupcakes to package. The company’s leaders want to divide the cupcakes so that an equal number of cupcakes will be put into the 3 different types of packages. How many cupcakes will go into each type of package?</p> <p>Part 2: How many packs of cupcakes will have 3 cupcakes in each pack? How many packs of cupcakes will have 6 cupcakes in each pack? How many packs of cupcakes will have 9 cupcakes in each pack?</p> <p>Part 3: Explain how you got your answer to Part 2 above.</p>

Rubric		
Level I	Level II	Level III
Limited Performance <ul style="list-style-type: none"> The student is unable to use strategies to find correct answers to any aspect of the task. 	Not Yet Proficient <ul style="list-style-type: none"> The student has between 1 and 2 errors. 	Proficient in Performance <ul style="list-style-type: none"> The answers are correct. Part 1: 1,782 divided by 3 = 594 cupcakes per type of package. Part 2: 3 packs: 594 divided by 3 = 198 packs; 6 packs: 594 divided by 6: 99 packs; 594 divided by 9: 66 packs. Part 3: The explanation is clear and accurate.

Standards for Mathematical Practice
1. Makes sense and perseveres in solving problems.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasoning of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning

Formative Instructional and Assessment Tasks

Packaging Cupcakes

The cupcake factory packages cupcakes into packages of 3, 6, and 9 cupcakes each.

Part 1:

They have 1,782 cupcakes to package. The company's leaders want to divide the cupcakes so that an equal number of cupcakes will be put into the 3 different types of packages. How many cupcakes will go into each type of package?

Part 2:

How many packs of cupcakes will have 3 cupcakes in each pack? How many packs of cupcakes will have 6 cupcakes in each pack? How many packs of cupcakes will have 9 cupcakes in each pack?

Part 3:

Explain how you got your answer to Part 2 above.

Unit 0: Tools of Algebra

Rate your mastery of the learning target after each activity.

1 = I don't get it yet. 2 = I think I got it. 3 = I got this. 4 = I can teach it!

Objective	Learning Target	Before Activities	Act. 1	Act. 2	Act. 3	Skills Assessment
I can construct a function from a given data set and describe it mathematically. (8.F.4-5)	1. I can determine the dependent and independent variable when given a data set or situation					
	2. I can enter a data set into my graphing calculator and use that list to create a function equation					
	3. I can calculate and describe rate of change and initial value given either a graph, a data set, or a function					
	4. I can describe a graph's qualities					
	5. I can sketch a graph from a written or verbal set of qualities					
I can explain solving an algebraic equation as a series of related steps. (A.REI.1)	6. I can isolate a variable in an equation to find a solution or solution set and explain my reasoning					
	7. I can identify types of equations that have a single solution and those that have multiple solutions					
	8. I can manipulate equations to eliminate all fractions					
	9. I can check my work and justify my answer using other methods					
I can place integers and rational numbers on a variety of graphical formats. (6.NS.6c)	10. I can define integer and rational numbers					
	11. I can draw horizontal, vertical and coordinate planes					
	12. I can place numbers correctly on a number line					
	13. I can accurately graph ordered pairs on a coordinate plane					
	14. I can use units to help guide the solution of a multi-step problem					
I can choose and interpret units and scale. (N-Q.1-3)	15. I can identify units on graphs and data displays to determine accurate solutions					
	16. I can adjust quantities in a table of values to model data in a simpler way					
	17. I can determine how far to round a final answer depending on units and scale					
	18. I can identify units in formulas					
	19. I can convert among related units accurately					

REETHS-PUFFER SCHOOLS - _____ ELEMENTARY

Student Report Card - 3rd Grade

2014-2015 School Year



Name:	Principal: Address: Muskegon, MI 49445 Ph: 231-744-XXXX Fax: 231-744-XXXX
Teacher:	

Evaluation Key	Terms	ATTENDANCE RECORD		T1	T2	T3		
		1 - Meeting Current Expectations	T1 - 1st Trimester	Days Absent AM/PM				
		2 - Making Progress	T2 - 2nd Trimester	Tardy/Early Release AM/PM				
3 - Needs Concentrated Practice	T3 - 3rd Trimester							
4 - Working Below Grade Level Expectations								
Blank - Not Assessed at this Time								

English Language Arts	T1	T2	T3
English Language Arts - Overall Grade:			
Reading - Literature			
Key Ideas and Details (RL.3.1) (RL.3.2) (RL.3.3)			
Craft and Structure (RL.3.4) (RL.3.5) (RL.3.6)			
Integration of Knowledge and Ideas (RL.3.7) (RL.3.8) (RL.3.9)			
Range of Reading and Level of Text Complexity (RL.3.10)			
Reading - Informational Text			
Key Ideas and Details (RI.3.1) (RI.3.2) (RI.3.3)			
Craft and Structure (RI.3.4) (RI.3.5) (RI.3.6)			
Integration of Knowledge and Ideas (RI.3.7) (RI.3.8) (RI.3.9)			
Range of Reading and Level of Text Complexity (RI.3.10)			
Language			
Conventions of Standard English (L.3.1a-i) (L.3.2a-g)			
Knowledge of Language (L.3.3a) (L.3.3b)			
Vocabulary Acquisition and Use (L.3.4a-d) (L.3.5a-c) (L.3.6)			
Speaking and Listening			
Comprehension and Collaboration (SL.3.1a-d) (SL.3.2) (SL.3.3)			
Presentation of Knowledge and Ideas (SL.3.4) (SL.3.5) (SL.3.6)			
Writing			
Text Types and Purposes (W.3.1a-d) (W.3.2a-d) (W.3.3a-d)			
Production and Distribution of Writing (W.3.4) (W.3.5) (W.3.6)			
Research to Build and present Knowledge (W.3.7) (W.3.8)			
Range of Writing (W.3.10)			
Reading - Foundational Skills			
Phonics and Word Recognition (RF.3.3a) (RF.3.3b) (RF.3.3c) (RF.3.3d)			
Fluency (RF.3.4a) (RF.3.4b) (RF.3.4c)			

Student:

Math	T1	T2	T3
Math - Overall Grade:			
Operations and Algebraic Thinking			
Represent and solve problems involving multi and division (3.OA.1) (3.OA.2) (3.OA.3) (3.OA.4)			
Understand properties of multiplication and the relationship with division (3.OA.5) (3.OA.6)			
Multiply and divide within 100 (3.OA.7)			
Solve problems using the four operations, identify and explain patterns (3.OA.8) (3.OA.9)			
Number and Operations in Base Ten			
Use place value and prop. of oper. to perform multi-digit arithmetic (3.NBT.1) (3.NBT.2) (3.NBT.3)			
Number and Operations - Fractions			
Develop under of fractions as numbers (3.NF.1) (3.NF.2a) (3.NF.2b) (3.NF.3a) (3.NF.3b) (3.NF.3c) (3.NF.3d)			
Measurement and Data			
Solve problems involving measurement and estimation (3.MD.1) (3.MD.2)			
Represent and interpret data (3.MD.3) (3.MD.4)			
Geometric measurement: area and relate it to X/+ (3.MD.5a) (3.MD.5b) (3.MD.6) (3.MD.7a) (3.MD.7b) (3.MD.7c) (3.MD.7d)			
Geometric measurement: recognize perimeter (3.MD.8)			
Geometry			
Reason with shapes and their attributes (3.G.1) (3.G.2)			
<i>Comments as Needed: See Last Page</i>			

Social Skills / Work Habits	T1	T2	T3
Participates in class activities and discussions			
Demonstrates personal best			
Uses time effectively			
Works independently			
Organizes personal belongings and school materials			
Follows classroom and school wide procedures			
<i>Comments as Needed: See Last Page</i>			

Science / Social Studies	T1	T2	T3
Participates in Science Activities			
Participates in Social Studies Activities			
<i>Comments as Needed: See Last Page</i>			

Student:

<i>World Language</i>	<i>Teacher:</i>	T1	T2	T3
Demonstrates active engagement and a positive attitude				
Demonstrates language comprehension in learning activities				
Demonstrates willingness to use target language in the classroom				
<i>Comments as Needed: See Last Page</i>				

<i>Art</i>	<i>Teacher:</i>	T1	T2	T3
Actively engages in art activities				
Demonstrates safe use of materials				
Engages in conversations about art				
Selects, presents, and evaluates personal work for display				
<i>Comments as Needed: See Last Page</i>				

<i>P.E.</i>	<i>Teacher:</i>	T1	T2	T3
Listens and follows directions				
Actively engages in physical activities				
Moves safely throughout space				
Demonstrates safe use of equipment				
Performs sport skills with proper form				
<i>Comments as Needed: See Last Page</i>				

<i>Music</i>	<i>Teacher:</i>	T1	T2	T3
Student demonstrates high, middle, and low singing voice in contrast to speaking				
Student identifies the following rhythmic symbols and corresponding duration				
Student categorizes instruments based on sounds produced				
Student performs on classroom instruments with accuracy and appropriate posture				
Student participates in classroom activities and shows respect and self-control				
<i>Comments as Needed: See Last Page</i>				

Student:

Comments: English Language Arts:

1st Trimester:

2nd Trimester:

3rd Trimester:

Comments: Math

1st Trimester:

2nd Trimester:

3rd Trimester:

Comments: Social Skills / Work Habits

1st Trimester

2nd Trimester:

3rd Trimester:

- **Production and Distribution of Writing** (produce writing that is organized and clear to the reader; use technology, including the Internet, to create and publish writing as well as to work collaboratively with others; demonstrate keyboarding skills in order to type a minimum of one page in a single sitting)
- **Research to Build and Present Knowledge** (complete research projects and can share information about a topic or ideas with others)

Speaking and Listening:

- **Comprehension and Collaboration** (paraphrase pieces of a text and identify the reasons and examples/evidence that a speaker gives to make a point; can explain how the evidence supports the point being made)
- **Presentation of Knowledge and Ideas** (know when to use formal English (e.g., presenting ideas) and knows when informal language (e.g., small-group discussion) is appropriate); can speak clearly when presenting information to others

Language:

- **Conventions of Standard English and Knowledge of Language** (use knowledge of language conventions when writing, speaking, reading, and/or listening)
- **Vocabulary Acquisition and Use** (use common, grade-level Greek and Latin affixes and roots as clues to the meaning of words; use reference materials (e.g., dictionaries, glossaries, thesauruses) to understand the meaning of words and phrases; use grade level content words in daily communication)

What can you do as a Parent to Help or Support Your Child?

- If you have access to technology at home, encourage your child to practice keyboarding (free websites) a few times per week. Typing skills are an important part of fifth grade and beyond.
- Look for opportunities in everyday situations to point out new words to help build your child's vocabulary.
- Ask your child to provide examples (evidence) to support their opinion (arguments/judgments) about what they are reading, hearing or doing.
- Make writing a natural part of the daily routine. Do things like write notes to one another, write special events on the calendar, add items to the grocery list, write thank you notes for gifts, or write special friends or family a letter informing them about a special event.
- Share what you are reading (for work and enjoyment) with your child and let them know why reading is important in school and in life. Share the joy of reading with your child.



“A great place to learn, contribute and compete.”



This past year, our staff attended a number of workshops that helped us gain a better understanding of the Common Core State Standards (CCSS). We have planned instructional units and lessons that will ensure that the learning will help prepare all students for the 21st century. Below are the Standards for 5th Grade Math. The greatest message has been helping students gain deeper experiences, not more. Children need to be able to develop their own thinking, not be told how to think. Please become familiar with what your child needs to know and help develop these things at home in partnership with us.

—Terri Portice, Director of Teaching and Learning -

porticet@reeths-puffer.org

For more information: http://www.reeths-puffer.org/Our_District/Departments/Curriculum/curriculum-corner-for-parents/

The following items outline the major instructional concepts for Fifth Grade students in the area of Math:

Operations and Algebraic Thinking

- Write and interpret numerical expressions
- Analyze patterns and relationships

Number and Operations in Base Ten

- Understand the place value system
- Perform operations with multi-digit whole numbers and with decimals to hundredths

Number and Operations Fractions

- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Measurement and Data

- Convert like measurement units within a given measurement system
- Represent and interpret data
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify two-dimensional figures into categories based on their properties

What Can You do as a Parent to Help or Support Your Child at Home in the Area of Math?

- Involve your child in age appropriate conversations about daily math tasks that are a natural part of day-to-day life (i.e., cooking, measuring, budgeting, shopping, etc.).
- Have your child keep a journal for 5 days and record how many hours they spend in school, doing homework, sleeping, reading a book, doing chores, watching TV/movies or playing video games, playing outside (or a sport) or any other common daily activity. Then have them record each category as a fraction of a day by placing the number of hours spent on the activity as the top part of the fraction (numerator) and making "24" the bottom of the fraction (denominator). Have fun discussing the time spent in each category.
- Have your child look around the house for things/objects that represent less than $\frac{1}{2}$ (open can of pop), greater than $\frac{1}{2}$ but less than 1 whole (book being read) and things that are greater than a whole (basket of laundry). The goal is to help your child see how fractions are found in the world around us and give us valuable information for decision making.
- Allow your child to explore/struggle through the process in order to gain a deeper understanding of "how" and "why" math works. Exploration and self-discovery leads to deeper understanding of the concepts being taught.

Important Terms:

- **Conceptual Understanding:** the ability to have a visual picture or a deep level of understanding of the why a process works, or to see the logical relationships of the given concept.
- **Procedural Knowledge:** the knowledge of the rules and procedures that are completed to solve a repetitive problem (algorithm/procedure).
- **Problem/Task:** an activity for which the students are not given a prescribed method to solve a problem using memorized facts or procedures. Rather, students are encouraged to find multiple ways to demonstrate how to solve the problem and be able to explain and justify the reasoning behind their approach.

How Does Building Conceptual Understanding Build Mathematical Thinkers?

- Problem solving helps students see the big concepts and makes sense of the mathematical problem.
- Develops positive images in students where they see themselves as capable of making sense of the math around them.
- Problem solving develops "Mathematical Power". It's fun!



English Language Arts Content Overview

Below are the standards for fifth grade in the area of English Language Arts. The Common Core State Standards (CCSS) require students to dig deeper into the learning experiences with an added emphasis on the application of the skills to everyday life. You will notice that students will be asked to read more challenging texts and will need to refer back to the text to find examples (evidence) to support their answers. The new standards also have an increased emphasis on building stronger writing skills around the various types of writing. Students will be increasing their vocabulary skills to ensure they can read and comprehend the grade level materials and can apply the learning to real life situations. The Reeths-Puffer staff is looking to partner with you to help your child be successful in their educational journey.

The following items outline the major instructional concepts for Fifth Grade students in English Language Arts.

Reading Foundations:

- **Phonics and Word Recognition** (knows and applies grade-level phonics and word analysis skills when reading/decoding words)
- **Fluency** (read with accuracy and fluency to support understanding/comprehension)

Reading Literature and Informational Text:

- **Key Ideas and Details** (use details and examples when explaining what the text says and when making inferences from the text; compare and contrast text and characters)
- **Craft and Structure** (determine the meaning of word and phrases; understand that the overall structure of the text adds to the understanding of what is being read; and how the point of view influences how the text is written)
- **Integration of Knowledge and Ideas** (determine how visuals and other media adds to the understanding of the text; Integrating information from two texts written on the same topic in order to share information with others; and can pull evidence from a variety of sources to prove a point)
- **Range of Reading and Level of Text Complexity** (read and understand/comprehend literature and informational texts, including history/social studies, science, and other texts)

Writing:

- **Text Types and Purposes** (understand there are different types of writing (narrative, informational, and opinion) and can use the different types of writing to complete assigned task using appropriate type of writing)

Self-Assessment: Transformations, Congruence, and Similarity

Directions: Use the space below to graph your learning as we progress through each target.

4- Advanced
 3- Proficient
 2- Partially Proficient
 1- Not Proficient Yet

4																																								
3																																								
2																																								
1																																								
<i>Check</i>					Test					Test					Test					Test						Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5										
<i>Learning Targets</i>	1. I can complete transformations.					2. I can understand how transformations can be used to prove that two figures are congruent.					3. I can understand how transformations can be used to prove that two figures are similar.					4. I can describe a series of transformations that exhibits congruence between them.					5. I can describe the changes occurring to the x and y-coordinates of a figure after a transformation.					Pre-test														

4																																			
3																																			
2																																			
1																																			
<i>Check</i>					Test					Test					Test					Test															Test
<i>Learning Targets</i>																																			

A Sampling of Resources from the MAC website Keyed to Knowledge Level Assessment Literacy Standards- Administrators

Assessment Literacy	<p><i>Assessment Literacy A Video Interview: Rick Stiggins for the MAC – 5 questions 14 Minutes</i> (http://vimeo.com/97668950)</p> <p><i>Assessment Literacy Standards: An Imperative for Michigan June 2014 Brief</i> (Home Page/MAC Resources/Link to PDF)</p> <p><i>School Leaders Need Love and Assessment Literacy</i> Jim Popham 2011 (Resources Page/MAC Videoconferences)</p>
Assessment System Balance	<p><i>Creating Balanced Assessment Systems for Student Success</i> with Rick Stiggins – (Resources Page/MAC Archived Video Conferences 2007)</p> <p><i>Developing Balanced Assessment Systems and the Assessment Manifesto</i> (Resources Page ATI Resources/ Order a free DVD and white paper http://ati.pearson.com/tools-resources/index.html)</p> <p>– <i>4 page synopsis: 7 Essential Assessment Actions for School Leaders</i> (Resources Page/MAC Archived Presentations/ Lewis-Cass ISD sponsored series)</p> <p><i>Module #5 Matching the Assessment Methods to the Learning Targets</i> Ellen Vorenkamp (Common Assessment Module Series Page/ link to mistreamnet and module: video, script, exercises)</p>
Assessment Purpose	<p><i>Module #3 Determining the Outcome of Assessment</i> Jim Gullen (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p><i>The Link Between Student Motivation and Assessment Practices</i> Carol Commodore 2009 (Resources Page/MAC Videoconferences)</p> <p><i>Balanced Assessment: A conversation on Meaningful Assessment Use</i> Nicle Vagle 2013 (Resources page/MAC Videoconference)</p>
Assessment Types	<p><i>Mapping It Out: Practical Tools to Use Assessment Well</i> Nicole Vagle 2013 (Resources page/MAC Videoconference)</p> <p><i>Formative Assessment: What It Is and What It Isn't</i> Sara Bryant 2010 (Resources Page/MAC Videoconference)</p> <p><i>Learning Progressions: Supporting Instruction and Formative Assessment</i> Margaret Heritage (Resources Page/Other Resources/ Paper)</p> <p><i>Engaging Teachers in Formative Assessment to Improve Learning</i> Sara Bryan 2011 (Resouces Page/MAC Videoconference)</p> <p><i>Glossary: Assessment Literacy Standards</i> June 2014 Brief (Resources Page/MAC White Papers)</p>
Assessment Methods	<p><i>Module # 5 Matching the Assessment Methods to the Learning Targets</i> Ellen Vorenkamp (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p><i>Module #8 Writing Selected Response Items</i> EllenVorenkamp (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p><i>Module # 9 Writing Constructed Response Items</i> Ellen Vorenkamp (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p>

***A Sampling of Resources from the MAC website Keyed to Knowledge Level
Assessment Literacy Standards- Administrators***

	<p>Module #10 <i>Writing Performance Assessment Items</i> Julie McDaniel (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p>Module #7 <i>Writing the Test Blueprint</i> Bruce Fay (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p>
Statistical Concepts (non-technical)	<p>Module #14 <i>Detecting and Eliminating Bias and Distortion</i> Julie McDaniel (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p>Module #18 <i>Reliability</i> Ed Roeber (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p>Module #19 <i>Test Validity</i> Bruce Fay (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p>Module #22 <i>Standard Setting</i> Jim Gullen (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p>
High-quality assessments (selecting or developing)	<p><i>Criteria for High Quality Assessment Policy Brief 2013</i>(SCOPE CRESST LSRI) (Resources/Page White Papers)</p> <p>Module #3 <i>Determining Outcome</i>, Module #5 <i>Matching Method to Target</i> Modules#7 <i>Test Blueprint</i> (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p>Module #15 <i>Assembling the Assessment Instrument</i> Jim Gullen (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p>Module #16 <i>Field Testing</i> Ed Roeber (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p>Module #17 <i>Assembling the Final Common Assessment</i> Ed Roeber (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p>
Reporting	<p><i>Assessment Literacy: Using Assessment Information to Make Sound Decisions</i> – Carol Commodore (Resources/Page, Videoconferences May 2014)</p> <p>Module #23 <i>Presenting the Results</i> Bruce Fay (Common Assessment Module Series Page/link to mistreamnet and module: video, script)</p> <p><i>15 Fixes for Broken Grades</i> Ken O’Connor (Resources/Page Videoconferences May 2010)</p>
Educator Effectiveness	<p><i>Thinking About Improvement in Student Test Performance</i> Jim Gullen Resources/Page MAC White Papers</p> <p><i>Teacher Evaluation and Student Assessment: The Role of Student Achievement in the Evaluation of Teachers</i> Rick Stiggins (Resources/Page MAC White Papers)</p> <p><i>Educator Evaluation Models</i> Ed Roeber Resources/Page MAC White Papers</p> <p><i>Using Tests to Evaluate Teachers</i> Ed Roeber (Resources/Page MAC White Papers)</p>

***A Sampling of Resources from the MAC website Keyed to Knowledge Level
Assessment Literacy Standards- Administrators***