

Math Minutes #1

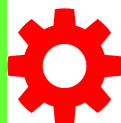
2017—2018

Growing Math Minds!

Norton
Elementary



The mission of Norton Elementary School is to educate and encourage every student to his/her highest potential through the acquisition of knowledge and appropriate behavior. This will lead to the development of the whole child and optimal student achievement with our local, national and world-class counterparts.



Learning Target: I can use formative assessment strategy to provide remediation and/or acceleration for my math students before the unit common assessment.

EXPECTATION: All teachers will administer common, math quick check, TOTD, and unit assessments.

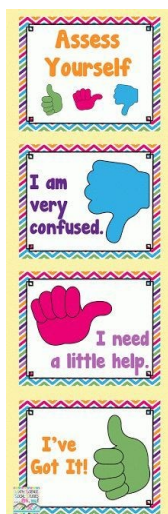
- A common assessment means student learning will be assessed using the same instrument or process and according to the same criteria (De Four, et al, 2010)
- Common assessment items should be collaboratively designed
- Common assessments items represent AKS contained in the unit – multiple questions are tied the “power” AKS
 - “It is better for tests to measure a handful of powerful skills accurately than it is for tests to do an inaccurate job of measuring many skills.” (Popham, 2003, p. 143)
- Common assessments allow professional learning groups to analyze group data to inform instruction.

Teacher Feature: Kindergarten Math Model Classroom teachers:

Lisa Burkes



Patricia Brooks



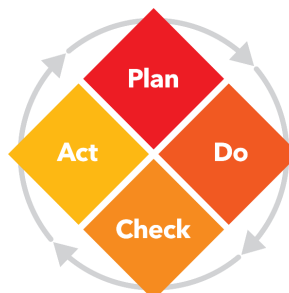
Growth Mindset is woven throughout formative assessment.
Adjust instruction to achieve results!

What is Formative Assessment?

- A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals.



**There is a difference
between NOT
KNOWING
and
NOT
KNOWING YET**
-Sheila Tobias



Seven Strategies of Assessment for Learning

Where am I going?

- 1 Provide students with a clear and understandable vision of the learning target.
- 2 Use examples and models of strong and weak work.

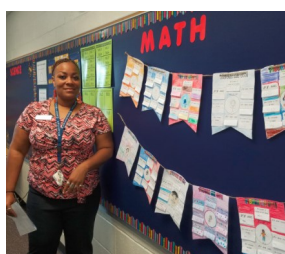
Where am I now?

- 3 Offer regular descriptive feedback.
- 4 Teach students to self-assess and set goals.

How can I close the gap?

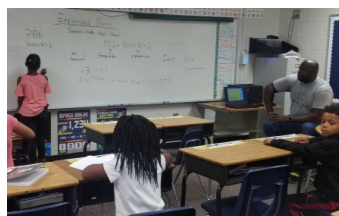
- 5 Design lessons to focus on one learning target or aspect of quality at a time.
- 6 Teach students focused revision.
- 7 Engage students in self-reflection, and let them keep track of and share their learning.

CAUGHT! Teaching math content and 1st 20 days strategies to get the math workshop started right.



Ms. Kennedy—5th Grade Math connections day 1!

Ms. Robinson is rocking the Calendar and Fluency!



Mr. Camp and students teaching and learning Expanded form and place value in small group.

Ms. Buford and Ms. Maupins doing double class number talks and calendar!

