

Math Minutes #1

Rigor, Relevance, and Relationships:
Focusing on doing the
ORDINARY

**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 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

Formative Assessment Strategy (GTES Standard #5):

Odd One Out

In this strategy, students must choose the item that doesn’t belong and give a clear mathematical explanation for why it doesn’t fit with the rest of the group—perhaps it is the number, symbol, representation, or math vocabulary term. This QUICK assessment allows you to assess whether students can combine several different objectives and make a judgment (higher-order thinking!)

Kindergarten: 1.CC.1
count to 100 by ones
and tens

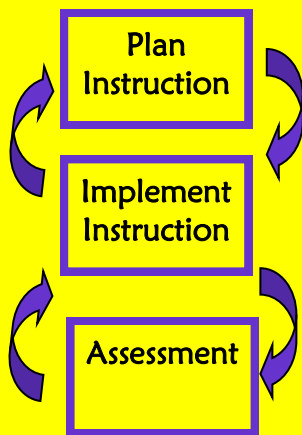
1, 2, 3, 4,

20, 30, 50, 60...

7, 8, 9, 10...

50, 60, 70, 80...

Where does assessment fit?



Begin with the end in
MIND!

2nd Grade: explain that
the three digits of a three-
digit number represent
amounts of hundreds, tens,
and ones (e.g., 706 equals 7
hundreds, 0 tens, and 6
ones)

345 equals 3 hundreds, 4
tens, and 5 ones

240 equals 2 hundreds, 4
tens, and 0 ones

3rd grade: 10.NBT.1 use
place value understanding
to round whole numbers to
the nearest 10 or 100

The halfway point between
20 and 30 is 25.

The halfway point between
100 and 200 is 150.

When I round 43 to the
nearest ten, the answer is
either 40 or 50

Math Technology Tool (GTES Standard #3)

Symbaloo is a visual book-
marking tool that makes it
simple to organize the best of
the web. With an account you
can access your bookmarks
from everywhere with any
device and share your online
resources with others. The
county's math office has created
a symbaloo with great re-
sources. Click on the link and
set up an account!

<https://www.symbaloo.com/home/mix/mathweb20tools1>



4th grade: 7.NBT.2
read and write multi-
digit whole numbers
using standard and
expanded form. Com-
pare using >, =, and <

391 < 1,235

465 > 259

863 = 8630

1987 > 999

5th grade: 1.OA.1 use
parentheses, brackets,
or braces in numerical
expressions, and evalu-
ate expressions with
these symbols

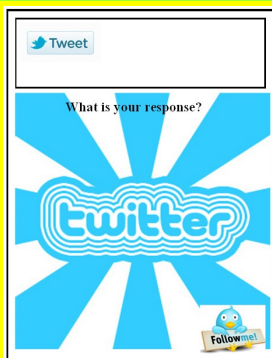
$2 + 2 \times 3 = 12$

$2 + 2 \times 3 = 8$

$9 \div 3 \times 3 = 9$

$9 - (3 \times 2) = 3$

Remember to include the SHARING at the close of your math workshop lessons.

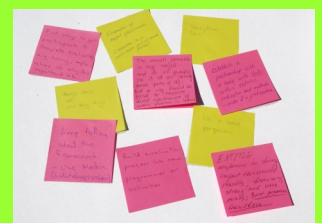


Question: ?

Place a sticky note or
sticker on the arrow to
show your understanding:
Prior Knowledge = ☐
New Knowledge = ☐

Formative Assessment

The IMPORTANT THING
I learned today was:



**Got Sticky
Notes?**