

Module 3  
Participant Guide

Focus on Teaching and Learning

## Section 5

# Connecticut Core Standards for Mathematics



Grades 6–12

*Systems of Professional Learning*

**Connecticut Core Standards Systems of Professional Learning**

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Section 5

## Section 5: Assessing Learning Progress

### 7.RP Track Practice

**Instructions:** Solve the task below. Work first by yourself and then with your group. Be ready to present your solution strategy.

#### **7.RP Track Practice** *from Illustrative Mathematics*

Alignment: **7.RP:** Ratios and Proportional Relationships

Cluster A: Analyze proportional relationships and use them to solve real-world and mathematical problems.

Standard 1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

**Angel and Jayden were at track practice. The track is  $\frac{2}{5}$  kilometers around.**

- Angel ran 1 lap in 2 minutes.
- Jayden ran 3 laps in 5 minutes.

**a. How many minutes does it take Angel to run one kilometer? What about Jayden?**

**b. How far does Angel run in one minute? What about Jayden?**

**c. Who is running faster? Explain your reasoning.**

### Identifying UDL Strategies

**Instructions:** Identify the UDL strategies that were/can be used when solving the Track Practice task.

What UDL strategies did you observe as you worked on the Two Interpretations of Division task?

### Describing Assessment Goals

**Instructions:** Use the space provided to describe your goals for classroom assessment.

What are your goals for assessment?

## Assessments ‘of’ and Assessment ‘for’ Learning

**Instructions:** Use the space provided to take notes on Assessments ‘of’ Learning and Assessments ‘for’ Learning.

**NOTES:**

| ASSESSMENTS of LEARNING | ASSESSMENTS for LEARNING |
|-------------------------|--------------------------|
|                         |                          |

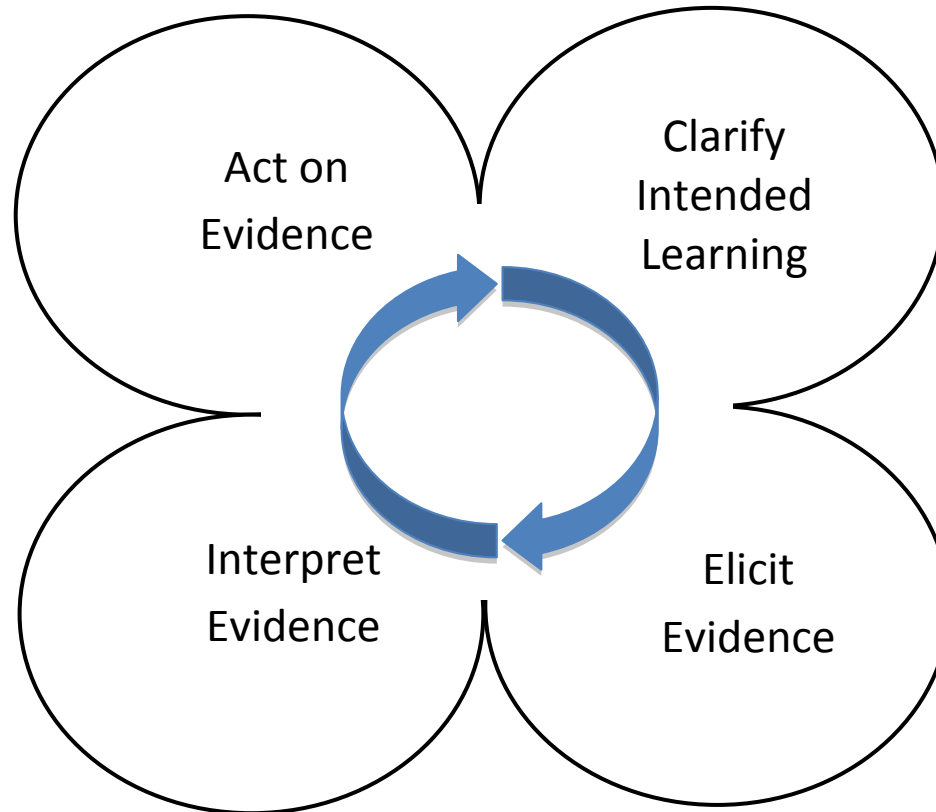
### Attributes of Formative Assessment

**Instructions:** Use the space provided to take notes on the four attributes of formative assessment.

#### Four Attributes of Formative Assessment

NOTES:

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## Reflecting on Formative Assessment

**Instructions:** Reflect on the Track Practice task that you did earlier and the tasks/questioning used in the Conjecturing About Fractions video. Jot down some notes below.

Were targets and success criteria made clear?

Was the facilitator/teacher effective in eliciting evidence of student learning?

After evidence was interpreted, was actionable feedback given?