

Module 3
Participant Guide

Focus on Teaching and Learning

Section 5

Connecticut Core Standards for Mathematics



Grades K–5

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

Two Interpretations of Division

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

Two Interpretations of Division

from Illustrative Mathematics

Alignment: **3.OA.A.3.** Represent and solve problems involving multiplication and division.

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

My Learning Goal:

Maria cuts 12 feet of ribbon into 3 equal pieces so she can share it with her two sisters. How long is each piece?

Maria has 12 feet of ribbon and wants to wrap some gifts. Each gift needs 3 feet of ribbon. How many gifts can she wrap using the ribbon?

Identifying UDL Strategies

Instructions: Identify the UDL strategies that were/can be used when solving the Two Interpretations of Division 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

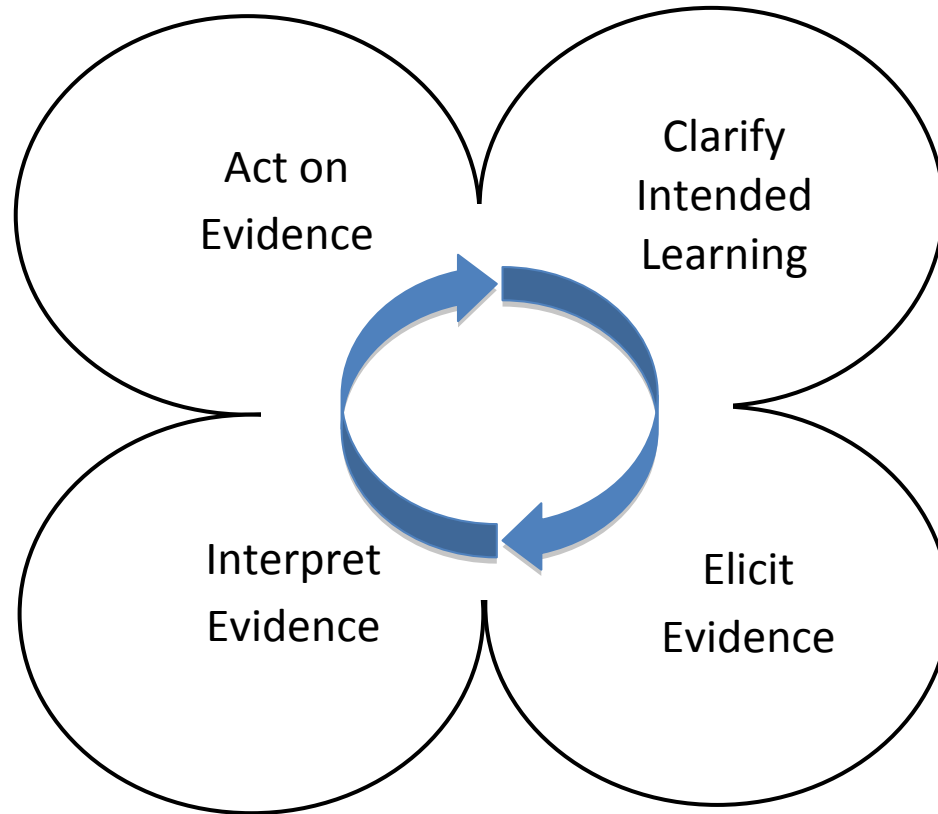
Attributes of Formative Assessment

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 *Two Interpretations of Division* task that you did earlier and the tasks/questioning used in the *Multiplying Whole Numbers and 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?