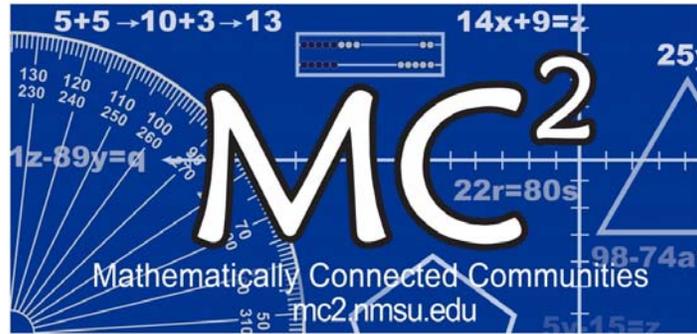


# January/February 2016



## eNewsletter

Volume 2 Issue 4

Mathematically Connected Communities (MC<sup>2</sup>) January/February edition is the fourth in a year-long series of monthly eNewsletters for the 2015-2016 school year. Please Note: These are interactive newsletters intended to be viewed online in order to be able to access the embedded links to the multiple resources provided. Upcoming editions will be emailed to subscribers. Anyone not currently on our listserv may subscribe by emailing Sheila ([sshills@nmsu.edu](mailto:sshills@nmsu.edu)).

This year's eNewsletters, along with a series of webinars, will serve as a follow-up to MC<sup>2</sup> partner district and K-3 Plus teachers who attended the MC<sup>2</sup> summer 2015 professional development sessions. Those who did not attend can also benefit from these eNewsletters and webinars. The focus this year will be creating a standards-based learning environment (SBLE) including content, instruction, and assessment.

### In this issue:

- PARCC Update
- MC<sup>2</sup> Publications
- February Webinar
- Districts in the Spotlight
- Where are they now?

### PARCC Updates:

1. It is very important to ensure that students have opportunities to thoughtfully prepare for the PARCC assessment. One strategy for mathematics is to use the [MC<sup>2</sup> Thinking Protocol](http://mc2.nmsu.edu/PARCC/Thinking_Protocol_for_PARCC_MC2.pdf) ([http://mc2.nmsu.edu/PARCC/Thinking\\_Protocol\\_for\\_PARCC\\_MC2.pdf](http://mc2.nmsu.edu/PARCC/Thinking_Protocol_for_PARCC_MC2.pdf)). The Thinking Protocol provides the students practice in problem solving, thinking with a partner, modeling and reasoning, and discussing reasonable answers for math items. MC<sup>2</sup> field staff has been sharing the Thinking Protocol and PARCC practice items with our districts. The Performance Based Assessment Tasks are utilized by PARCC to test the Standards for Mathematical Practice. The PARCC website has both the Performance Based Assessments and released items. The released items can be found at: <https://prc.parcconline.org/assessments/parcc-released-items>

2. The New Mexico Public Education Department (PED) has provided the following information about the **2016 changes** for PARCC.

#### a. Consolidate two testing windows into one

- Combines PBA and EOY test administrations
- Single testing window simplifies administration of test for districts and schools that experienced challenges with scheduling and preparing for two testing windows

#### b. Begin single testing window nearly full month later in 2015-2016 year

- Computer-based Testing Window: April 4 through May 13, 2016
- Paper-based Testing Window: April 4 through April 29, 2016

Most schools will be able to complete testing in one to two weeks during that window.

#### c. Reduce testing time for students

Average reduction of 90 minutes of unit times for each grade level:

- Grades 3-5: Change from 8 units to 7 units of testing
- Grades 6-high school: Change from 9 units to 6 units of testing

### 3. Increase uniformity of testing units

Unit times have been standardized to facilitate scheduling and planning.

- Three ELA units in grades 3-high school:
  - ~ Grades 3-8: 90 minutes each
  - ~ High School: 90-110 minutes
- Four math units in grades 3-high school
  - ~ Grades 3-5: 60 minutes
  - ~ Grades 6-8: 80 minutes
  - ~ High School: 90 minutes

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### MC<sup>2</sup> Publications:

The third in a series of published documents is an article, *The Learning Conversation: How Principals Shape School Culture* (<http://mc2.nmsu.edu/documents/MC2-Conversations-MovingTeacherLearningForward-Article122015.pdf>), and two related protocols for principals ([http://mc2.nmsu.edu/documents/MC2-LearningConversations\\_Principal-Teacher\\_Protocol\\_122015.pdf](http://mc2.nmsu.edu/documents/MC2-LearningConversations_Principal-Teacher_Protocol_122015.pdf)) and teachers ([http://mc2.nmsu.edu/documents/MC2-LearningConversations\\_Teacher\\_122015.pdf](http://mc2.nmsu.edu/documents/MC2-LearningConversations_Teacher_122015.pdf)).

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### February Webinar:

Our third K-3 Plus webinar, *From Counting to Counting On: Fostering the Development of Early Addition and Subtraction*, is archived and posted on the MC<sup>2</sup> [website](#). The webinar targets Kindergarten through Grade 2 Number and Operations in Base Ten standards. The focus is developing facility with mental computation in addition and subtraction. In addition, it provides instructional resources to support conceptual understanding of addition and subtraction strategies based on place value and properties of operations. The content is also appropriate for teachers in grade 3 and beyond who are looking for remediation strategies.

### Webinar Recommended Resources

Wright, Robert J., Ellemor-Collins, David, and Tabor, Pamela D., (2012). "Developing Number Knowledge: Assessment, Teaching & Intervention with 7-11 Year Olds". Thousand Oaks, CA: Sage Publications Inc.

Wright, Robert J., Stanger, Garry, Stafford, Ann K., and Martland, James, (2006) "Teaching Number in the Classroom with 4-8 Year Olds". Thousand Oaks, CA: Sage Publications Inc.



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### Districts in the Spotlight

The staff at Corona Elementary, an MC<sup>2</sup> partner district school, wanted to provide an opportunity for parents to come and see what their children are learning in math. A quick overview was given of what the Common Core Standards for Math are and how instruction in mathematics needs to change to meet the new standards. After which, parents and students grabbed some cookies and headed to their classrooms. At each grade level, students led their parents in various activities such as

- Playing math games
- Explaining current work during walking tour of classroom
- Working with group of peers to collaborate on complex problem
- Exploring online math tools



The goal of the event was to be a student-directed, hands-on experience for parents in hopes of encouraging more interaction around mathematics at home. It was a huge success.



"Seeing our students confident and proud of their mathematical abilities and being able to share them with their parents was priceless!"

~ Kayce Patterson, Reading Interventionist

## Where are they now?

Each MC<sup>2</sup> eNewsletter will feature a quick update from a summer 2015 MathLab™ participant. This month we are re-visiting:



**Who:** Karen Kaufmann

**What/Where attending school:** 8th Grade Math - Algebra I  
Lyndon B. Johnson Middle School, Albuquerque Public Schools

**How are the classes going?**

I am playing around with three documents this year in my classroom.

### • Where am I in my Learning?:

I used this with a partner quiz about halfway through the unit as a my feedback form to the students and did not mark any questions right or wrong, just made notes and checked boxes. It was then converted into a point scale based on how many things were done well. I did not write a score on the students' papers the first time I handed them back. They then had one week to make improvements. I've gotten away from using the word "corrections" and have seen kids respond better to the word "improvement". They could also come in at lunch for help if they couldn't make sense of the question I asked. After they turned the quiz and feedback form back in, I regraded it, moving my check marks from the questions column to the "What I Did Well" column. I gave them their final grade based on all the corrections. Kids loved this process! They hated not knowing their grade initially but loved that I did not just mark things wrong and saw what they are able to do well and built off of those.

**SAMPLE TEMPLATE WITH EXAMPLES**  
**Where Am I in My Learning?**  
Topic: **Linear Functions**  
Assignment: **Investigation 2 - Partner Quiz**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I can...	Things I did well...	Questions I need to ask myself to get better...
Model data with a line and use that line (linear model and equation) to answer questions about the data. (#1)	<input type="checkbox"/> I identified the slope of my line, the y-intercept of my line, and wrote an equation for it in $y=mx+b$ form.	<input type="checkbox"/> How do I find the slope of a graph? <input type="checkbox"/> Where do I look for the y-intercept on a graph?
Add additional "I Can" statements, as needed	<input type="checkbox"/> Add additional checkboxes, as needed	<input type="checkbox"/> Add additional checkboxes, as needed

Using the feedback above, you are to go back and rework any problem on your quiz you need to. Please use a DIFFERENT color to make your improvements and do not erase your original work. Your grade will improve based on your improvements. Your grade will not change if you do not make improvements. You will not know your grades until after all improvements are graded.

First Grade: \_\_\_\_\_ Final Grade: \_\_\_\_\_

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### • Student Self-Assessment/Grading Rubric:

This rubric was created to grade the final CMP3 unit test. I started by adding indicators to the *Proficient* column, then moved left and right to the *Advanced*, *Nearing*, and *Beginning* columns which I plan to tweak for next year. My students used the self-assessment as they worked on their test. Many wrote comments like, "I am advanced now because I know what it takes to improve my proficient work" or "I'm only Nearing Proficient. I know I need to show my thinking, but I'm still working on that." I then graded based on the same rubric and assigned points. All their scores were averaged to give a final proficiency rating that helped them make sense of where they were in their learning. Again, very positive feedback from students and parents. They liked seeing what they were doing well first and foremost, rather than only seeing which ones they got correct and incorrect.

**SAMPLE TEMPLATE WITH EXAMPLES**  
**Thinking with Mathematical Models Unit Test - Teacher Grading Rubric**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Level	Advanced	Proficient	Nearing Proficient	Beginning	My Score
<ul style="list-style-type: none"> <li>Use a graph and linear model (line) to make estimates.</li> <li>Explains, using math terms, how I arrived at my estimate.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for both exact and approximate number of containers.</li> <li>Explained how I used the graph to find my answer and was ready to explain it to my partner.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for both exact and approximate number of containers to be provided.</li> <li>Explained how I found my answer.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for either exact or approximate number of containers correctly, but not fully.</li> <li>Tried to explain how I found my answer, but I'm not sure I made any thinking clear.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for one or both exact and approximate number of containers incorrectly.</li> <li>Can not explain how I found my answer, and did not attempt to.</li> </ul>	_____ /25 _____ /25
Add additional "I Can" statements, as needed	Add additional "I Can" statements, as needed				

Teacher Comments: \_\_\_\_\_

Total Score: \_\_\_\_\_ /50 (2 additional points given for Self-Assessment Completion)

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**SAMPLE TEMPLATE WITH EXAMPLES**  
**Thinking with Mathematical Models Unit Test - Student Self-Assessment**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

For each question, circle the box you believe you are in. Give reasons why in the "Comments" box.

Level	Advanced	Proficient	Nearing Proficient	Beginning	Comments
<ul style="list-style-type: none"> <li>Use a graph and linear model (line) to make estimates.</li> <li>Explains, using math terms, how I arrived at my estimate.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for both exact and approximate number of containers.</li> <li>Explained how I used the graph to find my answer and was ready to explain it to my partner.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for both exact and approximate number of containers to be provided.</li> <li>Explained how I found my answer.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for either exact or approximate number of containers correctly, but not fully.</li> <li>Tried to explain how I found my answer, but I'm not sure I made any thinking clear.</li> </ul>	<ul style="list-style-type: none"> <li>Used the graph to make estimates for one or both exact and approximate number of containers incorrectly.</li> <li>Can not explain how I found my answer, and did not attempt to.</li> </ul>	
Add additional "I Can" statements, as needed	Add additional "I Can" statements, as needed				

Template Created by Karen Kaufman 2015

Hope this helps! It's still a work in progress.

For questions contact a MC<sup>2</sup> Facilitator or

Email [Sheila](#) or [Terra](#)

[MC<sup>2</sup> Home Page](#)

