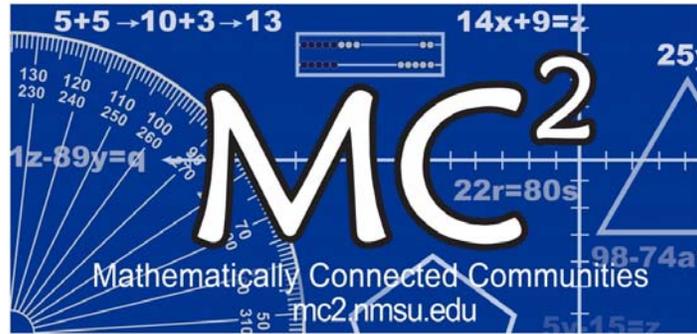# January/February 2016

eNewsletter

Volume 2 Issue 4

Mathematically Connected Communities (MC^2) 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).

This year's eNewsletters, along with a series of webinars, will serve as a follow-up to MC^2 partner district and K-3 Plus teachers who attended the MC^2 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
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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^2 Thinking Protocol (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^2 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

MC^2 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) and teachers (http://mc2.nmsu.edu/documents/MC2-LearningConversations_Teacher_122015.pdf).

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^2** 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.

Districts in the Spotlight

The staff at Corona Elementary, an MC^2 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 MC² 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.

- **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.

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

For questions contact a MC² Facilitator or

Email Sheila or Terri

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