

November/December 2015



eNewsletter

Volume 2 Issue 3

Mathematically Connected Communities (MC²) November/December edition is the third 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 MC² partner district and K-3 Plus teachers who attended the MC² 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.

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PARCC Updates:

- PARCC test items are now available online at <https://prc.parcconline.org/assessments/parcc-released-items>. These released test questions represent roughly one full test per grade level in each subject area. In addition to the questions, the learning standards associated with each test item are indicated and scoring rubrics are included that show what is required to score at each performance level. Examples of scored student responses are also available for teachers and students to see actual

work and the corresponding points earned on the student example.

We recommend using the following documents, previously prepared for the 2014-2015 MC² Countdown to PARCC webinar series, when working with the newly released PARCC assessment math problems:

- [MC² Thinking Protocol](http://mc2.nmsu.edu/PARCC/Thinking_Protocol_for_PARCC_MC2.pdf)
(http://mc2.nmsu.edu/PARCC/Thinking_Protocol_for_PARCC_MC2.pdf)
 - [Mathematical Practices Thinking/Writing Prompts \(English\)](http://mc2.nmsu.edu/PARCC/MathPracticeQuestions_withEnglishPrompts.pdf)
(http://mc2.nmsu.edu/PARCC/MathPracticeQuestions_withEnglishPrompts.pdf)
 - [Mathematical Practices Thinking/Writing Prompts \(Spanish\)](http://mc2.nmsu.edu/PARCC/MathPracticeQuestions_withELPrompts.pdf)
(http://mc2.nmsu.edu/PARCC/MathPracticeQuestions_withELPrompts.pdf)
- Test specification documents help educators and the general public better understand the design of the PARCC mathematics summative assessments. The following documents were revised in July 2015 based on the updated assessment design and are available online at <http://www.parcconline.org/assessments/test-design/mathematics/math-test-specifications-documents>
 - Mathematics High Level Blueprint (for Spring 2016)
 - Claims Structure Documents
 - Evidence Statement Tables and Evidence Statements by Grade
 - Informational Guides by Grade

MC² Publications:

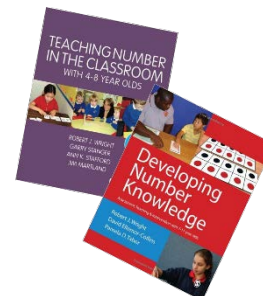
The second in a series of published documents is an [Instructional Strategies](http://mc2.nmsu.edu/documents/MC2_InstructionalStrategies_brochure_print11x17.pdf) (http://mc2.nmsu.edu/documents/MC2_InstructionalStrategies_brochure_print11x17.pdf) foldable that many facilitators use while working in classrooms. For optimized size, print double sided on 11"x17" paper. However, the foldable may be printed on 8.5"x11" paper for a mini-version of the document. Fold the document length-wise and then in half to form a booklet.

December Webinar:

Our second K-3 Plus webinar, *Early Fluency in Structuring Number - Moving Beyond Counting by Ones*, is archived and posted on the [MC² website](http://mc2.nmsu.edu/academy/upcoming.htm#webinar) (<http://mc2.nmsu.edu/academy/upcoming.htm#webinar>). The webinar highlights tools for assessing K-2 student strategies for adding and subtracting small numbers. In addition, it provides instructional resources that develop student facility and strategies for structuring numbers with 5, 10, and 20. The content is also appropriate for teachers in grade 3 through 5 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

MC² partner district school, Mora HS, has been recognized as a National Blue Ribbon school, one of only three in New Mexico and 335 in the nation, in the category of *Progress in Closing Achievement Gaps Among Student Subgroups!* Other New Mexico schools include Newcomb Elementary School, Central Consolidated Schools and Melrose Elementary School, Melrose Municipal Schools. Congratulations to the students, staff, parents, community and recently retired Mora High School principal, Danny Chavez!

As per the Department of Education website, the National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Every year the U. S. Department of Education seeks out and celebrates great schools demonstrating that all students can achieve to high levels. More than 7,500 schools across the country have been presented with this coveted award since 1982.

Where are they now?

Each MC² eNewsletter will feature a quick update from a summer 2015 MathLab™ participant. **This month we are highlighting:**

Who: Brandi Holguin

What/Where Teaching: Garfield Elementary School, Hatch Valley Public Schools, Grades 2nd - 5th Mathematics

How are the classes going?

This has been an amazing experience, exhausting, yet amazing. My day begins with 5th graders who are a little groggy and sleepy eyed. They are a quiet bunch. There have been many new wondering and exciting moments on our journey of understanding of decimals and what happens when applying operations.



Then, onto 4th grade. They are constantly challenging themselves to see how far we can go. It is easy to get off track in this class, I have to remind myself and

students what the focus is for the day (thank goodness for learning targets). This is great though in planning for future lessons.



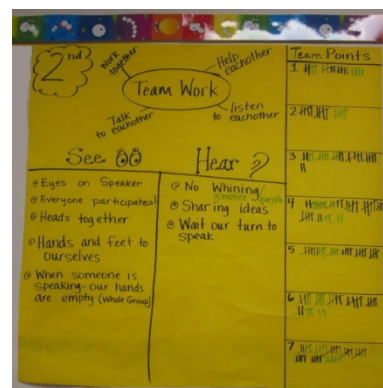
Next, is 2nd grade! The learning that has taken place is amazing! I have found that movement helps refocus students and provides the most opportune learning environment. We have really worked hard on addition, and finding different strategies for adding numbers.

My last class of the day is 3rd grade. We have focused a lot of time on the conceptual understanding of multiplication. Students have many tools and strategies to use.

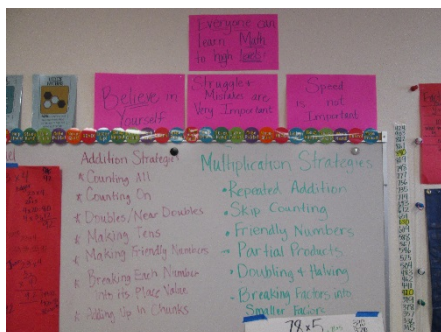
What was one struggle that you had early in the semester and what have you done to address it?

Classroom discourse was a struggle at the beginning of the year. Students were used to sharing their answers, but not their thinking. We worked on building a safe environment and knowing that mistakes help our brains grow.

Number Talks have helped in sharing our ideas about computation. I usually get to do a *Number Talk* everyday with every grade level to help build conversations.



Words of encouragement:



The environment you create has such a huge impact on student learning. I have the following posted on my wall and refer to them constantly:

- Everyone can learn math to high levels.
- Believe in yourself.
- Struggles and mistakes are very important,

speed is not important. We got these from watching Joe Boaler's videos on www.youcubed.org.

For questions contact a [MC² Facilitator](#) or

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

[MC² Home Page](#)



