

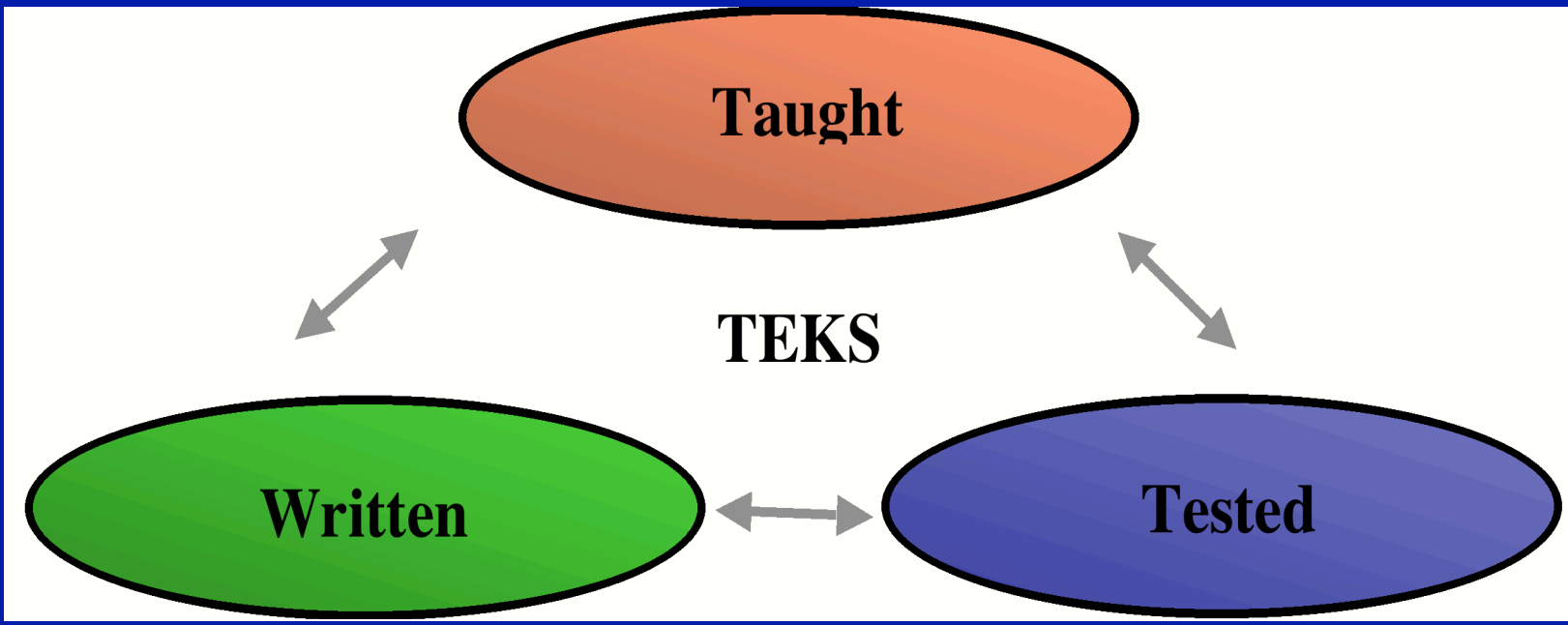
Assessment Connections: Linking Instruction and Assessment

Presented by

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CAMT 2002

Clarifying the TEKS

Clarifying Activities

- **What does this student expectation mean?**
- **What is an example of something students would be doing to exhibit this student expectation?**

Clarifying Activity 6.1 A

The teacher posts an unlabeled, classroom-size number line marked with the benchmarks 0, $\frac{1}{2}$, and 1. The teacher provides students with a variety of non-negative rational numbers (fractional and decimal form) written on note cards. Students put the note cards in the appropriate places on the number line.

Clarifying the TEKS

Assessment Connections

- **How can I make this clarifying activity into an assessment task?**
- **What do I ask, look for, and listen for in order to check for student understanding?**
- **How does this assessment task link to TAKS?**

What would a teacher ask ...

To open with?

To probe further with?

For what would a teacher listen?

For what would a teacher look?

Ask...

Open with...

A general question that will help the teacher determine if the student knows the mathematics required to solve the problem.

Probe further with...

- Questions designed to help jumpstart student's thinking.
- These questions are not in sequential order.
- Teachers may use as many or as few of these questions as necessary to get students thinking about the mathematics in the problem.

Listen for...

- What are the students talking about?
- What strategies are the students using?
- How are students explaining their thinking to others?
- These questions are to remind the teacher of the mathematics they should be listening for as students are working.

Look for...

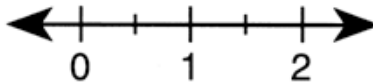
- What are the students doing?
- How are they making sense of the problem?
- Are they writing, modeling, recording?
- These questions should be used by the teacher to help her understand what the students are doing.

But what about TAKS?

All assessment connections give
an example of a
TAKS
like problem

6.1A TAKS Connection

- 2 If Janet correctly marked 0.13 , $\frac{3}{2}$, 0.032 , and $\frac{1}{3}$ on a number line, which number was closest to zero?



A 0.13

B* 0.032

C $\frac{3}{2}$

D $\frac{1}{3}$

Students should be able to work with numbers given in various forms within the same problem.

Clarifying the TEKS

Clarifying Lessons and Assessments

- **How do I, as a teacher, teach this?**
- **What does a lesson look like that addresses this knowledge and skill or student expectation?**
- **How can I assess this?**
- **How can this part of the TEKS be connected to other parts of the TEKS?**

Clarifying Lesson Grade 7:

Divide and Conquer

- **TEKS Strands:** Number Operations and Quantitative Reasoning, Patterns Relationships and Algebraic thinking, Underlying Processes and Mathematical Tools
- **Lesson Resources**
- **Materials**
- **Set-Up**

Clarifying Lesson Grade 7: Divide and Conquer

- **Guiding Questions** (to engage students in mathematical thinking during the lesson)
- **Summary Questions** (to direct students' attention to the key mathematics in the lesson)
- **Assessment Tasks** (to identify the mathematics students have learned in the lesson)
- **Extensions** (to lead students to connect the mathematics learned to other situations, both within and outside the classroom)

Clarifying Lesson Grade 7:

Lesson Overview

Given problems involving whole numbers, students will analyze responses to two different types of division problems and discuss how the inclusion of the language of sharing and grouping will help students recognize situations that require division. Students will solve a sequence of problems organized to provide scaffolding for understanding of an algorithm for division of fractions. Emphasis will be placed on using pictures or diagrams and written descriptions of the thought processes involved to support problems solutions and development of an algorithm.

Mathematics Overview

Students will build a conceptual understanding of the division of fractions through division of whole numbers and modeling of division of fractional parts.

Where do I find the
Clarifying Lessons,
Assessment Connections, and
Clarifying Lessons

All of these can be downloaded
from our website at
www.mathtekstoolkit.org

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Assessment Connections by Grade Level

Grade K-8

Numbers in table identify TEKS statements.

Strand/Grade	K	1	2	3	4	5	6	7	8
Number	1-4	1-3	1-4	1-5	1-5	1-4	1-2	1-2	1-2
Patterns	5-6	4-5	5-6	6-7	6-7	5-6	3-5	3-5	3-5
Geometry	7-9	6	7-8	8-10	8-10	7-9	6-7	6-8	6-7
Measurement	10-11	7-8	9-10	11-13	11-12	10-11	8	9	8-10
Prob/Stat	12	9-10	11	14	13	12-13	9-10	10-12	11-13
Processes	13-15	11-13	12-14	15-17	14-16	14-16	11-13	13-15	14-16

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