

3rd Grade Mathematics Assessment and Tasks

Today's plan

- Debrief the lesson that you taught after January's workshop
- Multi-step word problem work
- Connect word problem work to EoGs
- District time with Deb Jameyson

Reflect on your lesson

- Last time..
 - You planned a lesson that you were going to teach
 - You were supposed to come back with student work.
 - In small groups
 - Talk about the lesson you taught
 - How did it go?
 - What was evidence of student learning?
 - Changes for next time?
- *If you didn't teach that lesson talk about a different lesson that you have taught recently.

Assessment

- Formative
- Summative
- Diagnostic

Formative Assessment

- During a lesson when do you typically notice your students are not "getting it?"
- As students are working independently what are you doing in your classroom?

Lesson Structure

- Task as a whole class (mini lesson)
- Discussion of task as a whole class
 - Utilize think-pair-share and small group time
- Small group time
 - Teacher group (instruction)
 - 2 or 3 independent or small group centers
 - Math games
 - Activity sheets
- Closure/wrap up

Auditorium Capacity

- An arts center has 3 auditoriums. In Auditorium 1 there are 8 rows and there are 30 seats per row. In Auditorium 2 there are 9 rows and there are 50 seats per row. In Auditorium 3 there are 60 seats per row and 7 rows.
- Find the number of seats in each auditorium.
- About how many seats are there total? How many total actual seats are there? How close was your estimate?
- How many fewer seats are in the smallest auditorium compared to the largest auditorium?
- If a fourth auditorium needs to be built and there needs to be 240 seats what are some ways to arrange the seats so that the number of seats per row is a multiple of 10?

EoG Questions

- Every question is coded at 1 of 3 levels
- Level 1- easy
- Level 2- medium
- Level 3- hard

EoG Reminder

- Level 1- easy
 - 1 step computation, word problem with 1 step
- Level 2- medium
 - 1 step computation with difficult numbers, 2 step computation, word problems with 2 step
- Level 3- hard
 - 2 step or 3 step problems, always word problems,
 - Longer items that take more time

EoG Levels and Why they Matter

- Ballpark estimate
 - Around 25% Level 3
 - Around 25% Level 1
 - Around 50% Level 2
- If students do not get any level 3 questions correct... what is their maximum percent correct?
- What does this mean in terms of how you prepare your students for EoGs?

Let's look at the three levels

- 3.OA.8
- Level 1
- Level 2
- Level 3

3.OA.8

- Mrs. Gomez bought some flowers and put them in a vase. There are tulips and begonias. Tulips have 9 petals each and Begonias have 7 petals each. If there are 9 tulips and 8 begonias how many petals are there total?
- For which flowers are there more petals? How many more petals are there for that flower?
- If the flowers came from a store that had 30 tulips and 20 begonias how many total petals were there originally? How many petals are still in the store?

EoG Levels

- Based on the task what level would the last part be?

Test Preparation Reading

- Read through the 2 page handout from NCDPI.
- How does this influence your thinking about your math teaching?

Test Preparation Resources

- NCDPI Tasks
 - Level 2 and 3 tasks
- Georgia units
 - Level 1-3 tasks, Performance tasks are level 3
- Engage NY/Eureka Math
 - Level 1 and 2 tasks, a lot of level 1 tasks
- Illustrative Mathematics
 - Level 2 and 3 tasks
- NC Ready
 - Level 1-3 tasks
- Classscapes (NCDPI) in Schoolnet
 - Level 1-3 tasks

Final thoughts

- Your struggling students need hands-on experiences still- concrete manipulatives and pictorial representations
- Pictorial representations is o.k. as a final “goal” for students by the end of the year
- Level 3 tasks should be explored by all students
- If you have kept your teaching to Level 1 and 2 it is not too late, but rigor and Level 3 tasks should be all year experience not just periodically.
- Increasing students’ test scores through test prep does not always equal retained learning

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