

MATH EXTENDED RESPONSE

Question: What is the problem asking me to solve?
Facts: * What information is needed to solve the problem?
*

Show Work

Explain

- ① Show each step you took to solve the problem.
- ②
- ③

- * In words explain each step you took to solve the problem.
- * Why did you solve it that way?

Answer: * Box answer in a complete sentence.
* LABEL your answer!!

RUBRIC

- 1. **Mathematical Knowledge 4pts**
* Do you know how to solve it?
- 2. **Strategic Knowledge 4pts**
* Did you show a plan? Did you choose a strategy?
- 3. **Explanation 4pts**
* Did you explain how and why?

Grade 5 Monthly Math Extended Response Answers

Laura M. Desimone



Grade 5 Monthly Math Extended Response Answers:

Common Formative Assessments 2.0 Larry Ainsworth, Donald Viegut, 2014-11-14 Assessments that improve the speed and quality of learning fully updated for teacher teams In this expanded all new edition author Larry Ainsworth provides a system of intentionally aligned components standards instruction assessments and data analysis that all work together to improve student learning Readers will learn to Build the highway to aligned assessments Decide the learning intentions and student success criteria for a unit of study Evaluate and revise assessment questions for quality Plan the learning progressions for students to attain the learning intentions Create quick progress checks to coincide with the learning progressions Use assessment results as feedback to adjust instruction and student learning strategies Upgrade your CFAs using CFA 2 0 CFA 2 0 is so much more than assessment design It shows teachers how they can intentionally align standards instruction assessment and data analysis in every unit of study *Reevaluating Evaluation* Laura M. Desimone, 2018-12-07 In the context of the evolution of education program evaluation and the current emphasis on scientific precision this special issue presents several of the challenges to program evaluation that scholars are facing today In addition it shares recent insights and experiences that will contribute to continued improvement of program evaluation and responds to the call for more exactness without losing sight of the lessons learned from evaluation over the past several decades The eight papers address five main areas evaluation design instrumentation implementation politics and analysis As a whole this issue is designed shed light on the five issues as well as provide information useful for those interested in increasing the rigor of education research to increase the ability to improve schools

Effective Math Instruction Jared Dupree, 2016-02-01 This easy to use classroom resource provides a series of lessons templates and exemplars for practical classroom application and will help teachers understand the content standards and the mathematical practice standards in order to develop meaningful mathematics lessons This book primarily focuses on teachers procedural knowledge of standards implementation as they apply the information and resources presented in this book Mathematical rigor in the classroom for students includes lessons that target conceptual knowledge procedural knowledge factual knowledge meta cognitive knowledge and the application of this knowledge in context It also includes opportunities for teachers to develop all three dimensions of rigor as it applies to the Common Core

Math Advantage Grace M. Burton, Harcourt Brace, 1998-05-22 **Mathematics**, 2004

Comprehensive Math Assessment Dolores Emery, 2002 Intended to prepare students for math assessment tests Includes 3 diagnostic tests with instruction *Integrating Literacy and Math* Ellen Fogelberg, Carole Skalinder, Patti Satz, Barbara Hiller, Lisa Bernstein, Sandra Vitantonio, 2013-10-15 Many K 6 teachers and students still think of mathematics as a totally separate subject from literacy Yet incorporating math content into the language arts block helps students gain skills for reading many kinds of texts And bringing reading writing and talking into the math classroom supports the development of conceptual knowledge and problem solving in addition to computational skills This invaluable book

thoroughly explains integrated instruction and gives teachers the tools to make it a reality Grounded in current best practices for both language arts and math the book includes planning advice learning activities assessment strategies reproducibles and resources plus a wealth of examples from actual classrooms *Macmillan/McGraw-Hill Math: Teacher ed., v. 1*, 2004 *Math Plus*, 1994 HB Staff, 1994 Tools and Traits for Highly Effective Science Teaching, K-8 Jo Anne Vasquez, 2008 A must have for every elementary science teacher striving to be highly effective and for every support person addressing the needs of science teachers Linda Froschauer NSTA President 2006 2007 This important book helps us understand the details of effective science instruction in the elementary grades Our job is to learn from this work and use it as we prepare future teachers and support current teachers as they collaborate to become effective elementary science teachers George D Nelson Director Science Mathematics and Technology Education Western Washington University At last we have a comprehensive resource that can help teachers administrators and anyone who deeply cares about the science learning of our children help elementary teachers become both highly qualified and highly effective teachers of science Page Keeley Senior Science Program Director Maine Mathematics and Science Alliance What does top notch learning centered teaching look like in science To move from competence to excellence what should teachers know and be able to do Tools Traits for Highly Effective Science Teaching K 8 answers those questions and shows you how to make powerful practices part of your science instruction Even if you have little formal training or background knowledge in science Tools Traits for Highly Effective Science Teaching K 8 pulls together cognitive and educational research to present an indispensable framework for science in the elementary and middle grades You ll discover teaching that increases students engagement and makes them enthusiastic participants in their own science learning Tools Traits for Highly Effective Science Teaching K 8 answers vital and frequently asked questions How do you structure inquiry oriented lessons What assessment probes and seamless formative assessments work best What is integration and what is it not How can literacy be powerfully linked to science learning How do you manage activity based learning How do you provide science for students with various abilities language proficiencies and special needs Its practical proven and research based advice helps you understand what strong science teaching looks like and gives you the repertoire of skills you need to implement it in your classroom The National Science Education Standards say that everyone deserves to share in the excitement and personal fulfillment that can come from understanding and learning about the natural world Whether you are reassessing your own teaching or examining it in light of state and federal science education mandates Tools Traits for Highly Effective Science Teaching K 8 will make a difference in your teaching and in your students lives Get Ready! For Standardized Tests : Math Grade 2 Kristin Swanson, Carol Turkington, 2001-06-14 One of the areas of study students find most difficult to master and are most fearful of is math Yet the core math skills acquired in the first four years of school form the basis of all future academic success Get Ready for Standardized Tests the first and only grade specific test prep series now features hands on guidance on helping kids master

the all important basic math skills while arming parents with the tools they need to help their children succeed Scott
Foresman-Addison Wesley Middle School Math ,2002 **The Arithmetic Teacher** ,1993 Trends and Issues ,1991
Commerce Business Daily ,1997-12-31 **ENC focus** ,2000 *Mathematics* GLENCOE,1995 **Hoard's**
Dairyman ,1925 **Army and Navy Register** ,1916 *Michigan Farmer and State Journal of Agriculture* ,1922

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