

GRADES
4–10

USING Formative Assessment to Differentiate Mathematics Instruction

Seven Practices to Maximize Learning



A Joint Publication



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

LESLIE LAUD

Using Formative Assessment To Differentiate Mathematics Instruction Grades 4 10 Seven Practices To Maximize

**John Hattie, Douglas Fisher, Nancy
Frey, Linda M. Gojak, Sara Delano
Moore, William Mellman**



Using Formative Assessment To Differentiate Mathematics Instruction Grades 4-10 Seven Practices To Maximize:

Using Formative Assessment to Differentiate Mathematics Instruction, Grades 4-10 Leslie Laud, 2011-03-28

Seven easy steps to differentiating math instruction for busy teachers Staff development expert Leslie Laud provides a clear roadmap for using formative assessment to differentiate mathematics instruction for students in Grades 4-10 She presents a comprehensive framework of seven research based practices that show teachers how to Get started and establish norms Implement formative assessment Create tiered lessons Manage a multitasking classroom effectively Tested reviewed and enhanced by experienced math teachers the book includes practical examples reproducibles and student activities that are easy for busy teachers to implement immediately

Using Formative Assessment to Differentiate Mathematics

Instruction Leslie Laud, 2016 This practical and thought provoking book offers time saving strategies essential for every teacher in every discipline The numerous self assessments demonstrate that the best formative assessments are not merely given to students but are an interactive learning experience involving students and teachers

Passing the Special

Education TExES Exam Elaine L. Wilmore, 2013-10-10 Gain confidence lower stress and raise your TExES exam scores

Testing for certification can be a stressful experience State exams are rigorous and cover numerous domains and competencies Test scores can impact both special education certification and teacher preparation programs You may find there is simply too much material to study or that test prep books hammer you with too many random questions Understanding what will be on the test and why is a key to success With artful prose TExES test prep veteran Elaine Wilmore breaks down the EC 12 and Supplemental special education test so you can feel calm and confident on test day Built on her successful test prep training seminars she navigates each special education domain and competency and covers Philosophies behind the test questions Teaching stories that improve answer recall Tips for analyzing test questions Ways to use key words and concepts to improve test results Hints for managing time while testing Tips for before during and after the exam Techniques for in state and out of state test takers With its empowering approach this book shows you how to think like the test was developed and improve your test results Dr Elaine Wilmore has once again created the must have educator preparation resource this time for special education instructors Packed with real world examples sparkling wit and expert subject knowledge Passing the Special Education TExES Exam is the gold standard resource for Texas educators Richard W Kincaid Director Career and Technical Education Round Rock ISD Round Rock TX This is much more than a test preparation manual Teachers will refer to it long after they have become certified La Vonda Loney Assistant Principal Killeen ISD Killeen TX

Numeracy for All Learners Pamela D. Tabor, Dawn Dibley, Amy J. Hackenberg, Anderson Norton, 2020-09-30

Numeracy for All Learners is a wide ranging overview of how Math Recovery theory pedagogy and tools can be applied meaningfully to special education to support learners with a wide range of educational needs It builds on the first six books in the Math Recovery series and presents knowledge resources and examples for teachers working with students with special

needs from Pre K through secondary school Key topics include dyscalculia what contemporary neuroscience tells us about mathematical learning and differentiating assessment and instruction effectively to meet the needs of all students in an equitable framework The Best of Corwin: Differentiated Instruction in Literacy, Math, and Science Leslie Laud, 2011-09-28 Content specific DI guidance from the best minds in education The Best of Corwin series showcases key chapters from critically acclaimed Corwin publications for a powerful compilation of perspectives on important education issues and topics In this collection current research on the most effective differentiation practices for teaching students at all levels of proficiency in literacy mathematics and science is brought alive through the many strategies and classroom examples from prominent authors Topics covered include Reading and writing A comprehensive array of models for differentiating reading instruction an approach to gradual release of responsibility to accelerate progress and multi tiered writing instruction Mathematics Support for both low and high achieving students including interventions and challenges and the implementation of RTI in math instruction Science Models and methods for increasing student achievement through differentiated science inquiry From the differentiation of content to the differentiation of instructional methods to the pacing of material to meet different students needs everything you need to begin and master differentiated instruction is right here

Using Formative Assessment to Differentiate Mathematics Instruction Years 4-10 Leslie Laud, 2011 Are you able to support your struggling students while also challenging your high achievers Research clearly shows the value of using formative assessment to differentiate mathematics instruction but putting it into practice can be daunting Staff development expert and former maths teacher Leslie Laud provides a clear roadmap for using formative assessment to differentiate mathematics instruction for students in Years 4 10 using strategies ideal for a Response to Intervention RTI model Tested and enhanced by experienced maths teachers the book s strategies are designed for use in conjunction with any curriculum or textbook Included are a wealth of practical examples resources and student activities all developed with effective time management in mind Whether you are just starting or interested in enhancing your mathematics instruction this book will prove an invaluable resource *What Successful Math Teachers Do, Grades 6-12* Alfred S. Posamentier, Terri L.

Germain-Williams, Daniel Jaye, 2013-07-11 What works in math and why has never been the issue the research is all out there Where teachers struggle is the how Something the research rarely manages to tackle That s the big service What Successful Math Teachers Do provides It s a powerful portal to what the best research looks like in practice strategy by strategy aligned in this new edition to both the Common Core and the NCTM Standards How exactly does What Successful Math Teachers Do work It couldn t be easier to navigate The book s eleven chapters organize clusters of strategies around a single aspect of a typical instructional program For each of the 75 strategies the authors present A brief description of that strategy A summary of supporting research The NCTM and Common Core Standards it meets and how Classroom applications with examples Precautions and possible pitfalls Primary sources for further reading and research **Visible Learning for**

Mathematics, Grades K-12 John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 Selected as the Michigan Council of Teachers of Mathematics winter book club book Rich tasks collaborative work number talks problem based learning direct instruction with so many possible approaches how do we know which ones work the best In Visible Learning for Mathematics six acclaimed educators assert it s not about which one it s about when and show you how to design high impact instruction so all students demonstrate more than a year s worth of mathematics learning for a year spent in school That s a high bar but with the amazing K 12 framework here you choose the right approach at the right time depending upon where learners are within three phases of learning surface deep and transfer This results in visible learning because the effect is tangible The framework is forged out of current research in mathematics combined with John Hattie s synthesis of more than 15 years of education research involving 300 million students Chapter by chapter and equipped with video clips planning tools rubrics and templates you get the inside track on which instructional strategies to use at each phase of the learning cycle Surface learning phase When through carefully constructed experiences students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings Deep learning phase When through the solving of rich high cognitive tasks and rigorous discussion students make connections among conceptual ideas form mathematical generalizations and apply and practice procedural skills with fluency Transfer phase When students can independently think through more complex mathematics and can plan investigate and elaborate as they apply what they know to new mathematical situations To equip students for higher level mathematics learning we have to be clear about where students are where they need to go and what it looks like when they get there Visible Learning for Math brings about powerful precision teaching for K 12 through intentionally designed guided collaborative and independent learning

It's About Time [Secondary] Mike Mattos, Austin Buffum, 2014-10-10 Carve out effective intervention and extension time at all three tiers of the RTI pyramid Explore more than a dozen examples of creative and flexible scheduling and gain access to tools you can use immediately to overcome implementation challenges These books are full of examples from real schools that have achieved these results without using additional resources or extending the school day

Using Formative Assessment to Drive Mathematics Instruction in Grades PreK-2 Jennifer Taylor-Cox, Christine Oberdorf, 2013-09-27 Provide targeted mathematics instruction for every child These books combine formative assessment with practical activities to differentiate the elementary classroom The formative assessments include student work samples at varying levels The authors Illustrate the distinction between a traditional assessment and an enhanced assessment Describe specific differentiated activities so each student may consistently receive instruction geared to specific need Provide teachers with Questions to Assess to determine what each child understands about the math concept Show how to move students to higher level mathematics thinking and to apply math concepts Include extension activities to offer challenging work for children who have achieved skill mastery level Each activity states a goal

the materials needed a description of the activity as well as specific questions to ask students The assessments and activities are aligned with the Common Core State Standards for Mathematics and the expectations described by the National Council of Teachers of Mathematics This resource will help teachers principals and curriculum directors identify students levels of understanding about mathematics and provide concrete resources for remediation instruction and enrichment These books are also an excellent resource for use during workshops and in class observations Provide targeted mathematics instruction for every child These books combine formative assessment with practical activities to differentiate the elementary classroom The formative assessments include student work samples at varying levels The authors Illustrate the distinction between a traditional assessment and an enhanced assessment Describe specific differentiated activities so each student may consistently receive instruction geared to specific need Provide teachers with Questions to Assess to determine what each child understands about the math concept Show how to move students to higher level mathematics thinking and to apply math concepts Include extension activities to offer challenging work for children who have achieved skill mastery level Each activity states a goal the materials needed a description of the activity as well as specific questions to ask students The assessments and activities are aligned with the Common Core State Standards for Mathematics and the expectations described by the National Council of Teachers of Mathematics This resource will help teachers principals and curriculum directors identify students levels of understanding about mathematics and provide concrete resources for remediation instruction and enrichment These books are also an excellent resource for use during workshops and in class observations

Using Formative Assessment to Drive Mathematics Instruction in Grades 3-5 Jennifer Taylor-Cox,Christine Oberdorf,2014-06-11 Provide targeted mathematics instruction for every child These books combine formative assessment with practical activities to differentiate the elementary classroom The formative assessments include student work samples at varying levels The authors Illustrate the distinction between a traditional assessment and an enhanced assessment Describe specific differentiated activities so each student may consistently receive instruction geared to specific need Provide teachers with Questions to Assess to determine what each child understands about the math concept Show how to move students to higher level mathematics thinking and to apply math concepts Include extension activities to offer challenging work for children who have achieved skill mastery level Each activity states a goal the materials needed a description of the activity as well as specific questions to ask students The assessments and activities are aligned with the Common Core State Standards for Mathematics and the expectations described by the National Council of Teachers of Mathematics This resource will help teachers principals and curriculum directors identify students levels of understanding about mathematics and provide concrete resources for remediation instruction and enrichment These books are also an excellent resource for use during workshops and in class observations *Math Intervention P-2* Jennifer Taylor-Cox,2013-09-27 Useful for small groups or one on one instruction this book offers successful math interventions and

RTI connections Teachers will learn to target math instruction to struggling students by Diagnosing weaknesses Providing specific differentiated instruction Using formative assessments Offering corrective feedback Motivating students by using games Taylor Cox emphasizes four main goals for math instructors They must help students achieve accuracy efficiency flexibility and fluency in solving math problems Integral to each of these goals is ensuring that students understand math concepts Taylor Cox writes When concepts are ignored and the focus is solely on rules and procedures struggling students often develop misconceptions and learning gaps Math Interventions Building Number Power Grades PreK 2 provides math teachers with specific strategies for imparting those concepts *More Good Questions* Marian Small,Amy Lin,2022 Learn how to differentiate math instruction to help all students be successful learners in the secondary mathematics classroom Featuring 89 new questions this revised edition uses two powerful and universally applicable strategies Open Questions and Parallel Tasks to help teachers differentiate instruction with less difficulty and greater success This popular book shows teachers how to get started and become expert with these strategies demonstrating how to use more inclusive learning conversations to promote broader student participation and how to formatively assess understanding Strategies and examples are organized around Big Ideas and reference common standards With particular emphasis on algebra chapters also address number and operations geometry measurement including trigonometry and data analysis and probability Updated with many new examples and expanded guidelines for teachers to create their own open tasks and questions *More Good Questions* Second Edition is designed to allow students to respond from their own expertise level and to also come together as a math community for the conceptual conversation around a math problem Book Features Underscores the rationale for differentiating instruction DI with nearly 300 specific examples for grades 6 12 math Describes easy to implement strategies designed to overcome the most common DI problems that teachers encounter Offers questions and tasks that teachers and coaches can adopt immediately or use as models to create their own along with scaffolding and consolidating questions Includes Teaching Tips sidebars and an organizing template at the end of each chapter to help teachers build new tasks and open questions Shows how to create a more inclusive classroom learning community with mathematical talk that engages participants from all levels PROFESSIONAL DEVELOPMENT Visit Marian Small s website onetwainfinity.ca for in person and online professional development *Good Questions* Marian Small,2012-01-01 Expanded to include connections to Common Core State Standards as well as National Council of Teachers of Mathematics NCTM standards this critically acclaimed book will help every teacher and coach to meet the challenges of differentiating mathematics instruction in the K 8 classroom In this bestseller math education expert Marian Small explains two powerful and universal strategies that teachers can use across all math content Open Questions and Parallel Tasks Showing teachers how to get started and become expert with these strategies Small also demonstrates more inclusive learning conversations that promote broader student participation and mathematical thinking required by CCSS Specific strategies and examples for

each grade band are organized around NCTM content strands Number and Operations Geometry Measurement Algebra and Data Analysis and Probability

Math Intervention Jennifer Taylor-Cox, 2009 Useful for small groups or one on one instruction this book offers successful math interventions and response to intervention rti connections Teachers will learn to target math instruction to struggling students by 1 Diagnosing weaknesses 2 Providing specific differentiated instruction 3 Using formative assessments 4 Offering corrective feedback and 5 Motivating students by using games Taylor Cox emphasizes four main goals for math instructors They must help students achieve accuracy efficiency flexibility and fluency in solving math problems Integral to each of these goals is ensuring that students understand math concepts Math Interventions Building Number Power Grades 3 5 provides math teachers with specific strategies for imparting those concepts Contents include 1 Adding and Subtraction 2 Multiplication and Division Concepts and 3 Multifaceted Number Concepts

Formative Assessment Strategies for Every Classroom Susan M. Brookhart, 2010 Provides more than 60 tools along with tips and implementation steps for creating and using formative assessments in every grade level and subject Derived from cover p 4

Activating Assessment for All Students Mary Hamm, Dennis Adams, 2013 Hamm and Adams present models to help teachers identify student learning problems recognizing when to re teach when to move ahead and when to explain or give more examples Activating Assessment for All Students takes all of these into account when it provides differentiated science math methods and goes on to suggest ways that formative assessment practices can inform differentiated teaching learning and assessment These methods promote success for more students by helping teachers develop informative assessment for lessons and related tools for reaching the varying levels of student competencies within their classes This book builds on the expanding knowledge of what works in classrooms and suggests approaches that can open up individual and group possibilities for science and mathematics instruction It intends to help you answer the following questions What is differentiated instructional assessment How can I amplify the results of DI by using formative assessments How might quality assessment tools like portfolios benefit all students How will I know that differentiated formative assessment works

Using Formative Assessment to Guide Instruction in a Middle School Mathematics Classroom Naomi R. Hyttsten, 2008 Many teachers use formative assessment of some sort in their classrooms however it is not always used very effectively This paper defines formative assessment and summarizes the keys to using it to effectively improve student learning A program was designed to use the data collected from formative assessment in a meaningful and strategic manner in a seventh grade advanced mathematics classroom Formative assessment techniques were used to shape instructional decisions Ways to improve and continually refine and enhance formative assessment in the classroom were suggested leaf 3

INFORMative Assessment Jeane M. Joyner, Mari Muri, 2011 Teachers can change classroom practices so that the information they gather through formative assessment strategies good questions written oral and self assessments mathematically rich tasks supports their instructional decisions and leads to greater student learning and long term success

Best Practices at Tier 1 [Secondary] Gayle Gregory, Martha Kaufeldt, Mike Mattos, 2015-11-06 Improve core instruction to ensure learning for all Created specifically for grades 6 12 this book provides proven response to intervention strategies to differentiate instruction engage students increase success and avoid additional interventions Discover how to identify essential power standards to include in Tier 1 instruction create a brain friendly learning environment shift instructional processes to support collaboration and more

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