

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

Elaine L. Wilmore



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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

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