
Math Curriculum Alignment and Assessment

May 22, 2014

Timeline: Curriculum & Standards

Selection:	<i>EverydayMath</i> Gr K-5	2008
Selection:	<i>Impact Mathematics</i> Gr 6-8	2009
Adoption:	MA New Standards K-12	2011
Selection:	Updated <i>EverydayMath</i> Gr 1-5	2012
Selection:	<i>Investigations</i> Gr K	2012
Alignment:	<i>EverydayMath</i> with New Standards	2012-14
Alignment:	<i>Impact</i> with New Standards	2012-14
Selection:	New Algebra 1 text	2014

K-5 Program Alignment

Grade 1 Yearly Overview

Unit	Eliminate Lessons	Additional Lessons
EDM – Unit 1 <i>Establishing Routines</i>	Lesson 1.8	Developing Number Concepts Book 1 – K. Richardson - 1.8, 1.16, 1.17, 1.27
EDM – Unit 2 <i>Everyday Uses of Numbers</i>		Developing Number Concepts – K. Richardson - 1.13, 1.14, 2.1
EDM – Unit 3 <i>Visual Patterns, Number Patterns, and Counting</i>	Lesson(s) 3.1, 3.10, 3.13	Developing Number Concepts – K. Richardson
		Investigations Data Unit – <i>What Would You Rather Be?</i> - Investigations 1 & 2
EDM – Unit 4 <i>Measurement and Basic Facts</i>	Lesson(s) 4.7, 4.8, 4.9	Sizing UP Measurement by Vicki Bachman Yarn Length Hunt, Inch by Inch, Foot Race

6-8 Math Program Alignment

Chapter 4 <i>Fraction and Decimal Operations</i>	Add & Subtract Fractions Multiply & Divide Fractions Multiply and Divide Decimals What is Typical? Variation & Absolute Deviation	4.1 4.2 4.3 4.4 New Lessons 8-9	Pre-Assess and skip to 4.2
Chapter 5 <i>Rate, Ratio, and Proportion</i>	Ratios & Rates Proportions Cross Products	5.1 5.2 Additional Lesson	Omit 5.3 Similarity & Congruence.

6-8 Alignment Example

Selected Statistics Topics in Common Core Grade 6

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

5. Summarize numerical data sets in relation to their context, such as by:

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

6-8 Program Alignment

Middle School Course offerings

Grade 6	Grade 6 Math with support <i>(Impact Course 1)</i>	Grade 6 Math <i>(Impact Course 1)</i>	Grade 6 Math Extended with topics from Grade 7 <i>(Impact Course 1)</i>
Grade 7	Grade 7 Math with support <i>(Impact Course 2)</i>	Grade 7 Math <i>(Impact Course 2)</i>	Grade 7 Math Extended with topics from Grade 8 <i>(Impact Course 2)</i>
Grade 8	Grade 8 Math with support <i>(Pre-Algebra or Impact Course 3)</i>	Grade 8 Math <i>(Impact Course 3)</i>	Advanced Algebra I High School Level (Text to be selected)

Assessment

Unit Assessments

Open Response Question

Growth Measures (District Determined
Measures)

Online Assessments

Open Response: Mixture Problem

Criteria for Success

Problem-Solving

- Interpretation (Figure out what the problem is asking.)
- Strategy (Find a path to a solution.)
- Accuracy (Solve the problem accurately.)

Communication

- Completeness (Answer the whole question or all parts.)
 - Clarity (Explain so that someone else can understand.)
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Mixture Problem

Mixture A



Mixture B



Which mixture above will make a darker green paint? How do you know? Show or explain your thinking.

Current Steps and Future Considerations

Summer Work

Online Assessment

Everyday Math -- revisions

Focus on best practices in teaching math,
refining instruction
