

## Webinar Calendar

October 21, 2010

- Mathematics Support III  
4:00 p.m.

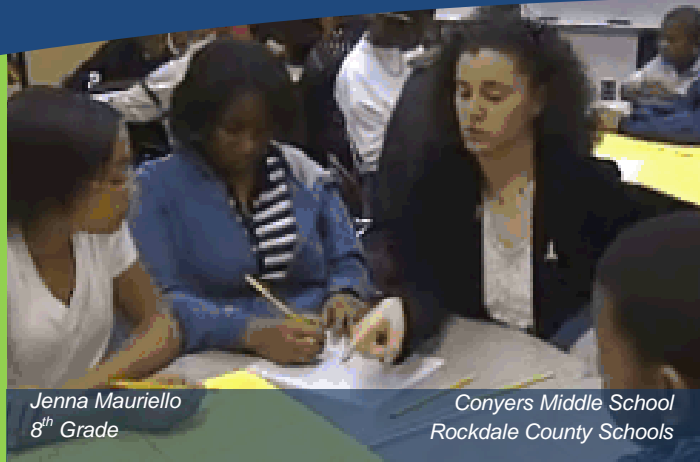
## CCGPS Precision Review Webinar Calendar

November 8, 2010

- K-4 teachers  
3:00 p.m.

November 9, 2010

- 5-12 teachers  
4:00 p.m.



Jenna Mauriello  
8<sup>th</sup> Grade

Conyers Middle School  
Rockdale County Schools

## In this Issue...

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## Revisiting Formative Assessment: Assessing *for Learning*

How does formative assessment look in your classroom? Research has shown huge student gains can be made when students are asked to reflect on their work (particularly effective for low-achieving students), are provided meaningful feedback on their work, and are clear about where they are and where they are going in their work.

**“Assessment *for learning* aims to create...learners who have the knowledge and power to monitor their own learning” (p. 85)**

Think about the prevalence of the following “assessing for learning” strategies in your classroom.

- ▶ Do you provide feedback to students, rather than a grade or a score? When assessing student work, help students recognize what they are doing well and provide one area for growth, e.g. “two stars and a wish” (p. 100).
- ▶ Do you ask students to assess their own work or the work of a peer, using a statement with which to compare the work? Given a statement, such as, “I have understood the similarities and differences between area and perimeter and know when each should be used” and ask students to assess their own work or the work of a peer in relation to the statement. (p. 100)
- ▶ Do you use a technique called “traffic lighting”? Students identify their understanding of new work as “not at all, a little or well” by labeling it as red, yellow, or green (p. 101).

When providing feedback, think about how students perceive themselves. If students are constantly told – through grades or scores – that they cannot do well, they will eventually assume they are not capable of achieving success in mathematics. Providing feedback (verbal and written) not only eliminates that negative cycle, it helps students become aware of what they are able to do, and where they need to put their efforts in order to be successful.

Source: Boaler, J. (2008). *What’s math got to do with it? Helping children learn to love their least favorite subject – and why it’s important for America*. New York: Viking



# GaDOE Mathematics Department

## News Briefs

### Mathematics TEAM

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CCGPS

Common Core Georgia Performance Standards

### Common Core Georgia Performance Standards Update

Documents to facilitate mathematics educator conversations are posted in Learning Village and a second round of information webinars is in the planning stages for November. The GaDOE mathematics team will accept recommendations and feedback through December, 2010.

The timeline for CCGPS is given below:

- ▶ January, 2011 - Precision review committees at each grade level will convene to analyze all feedback collected and to make decisions regarding the resulting CCGPS K-12 Mathematics curriculum.
- ▶ Spring, 2011 - Administrators will be provided with information sessions regarding the transition to CCGPS.
- ▶ School year 2011-2012 will be devoted to resource development and teacher information sessions to ensure a smooth implementation of CCGPS in school year 2012-2013.

**Educators are reminded that no curricular changes should be implemented in school years 2010-2011 and 2011-2012.**

### Mathematics Georgia High School Graduation Test Preparation

The Georgia Performance Standards version of the Mathematics GHSGT will be administered for the first time in March, 2011.

- ▶ Preparation tools, including content descriptions and student guides with practice tests are provided at:  
[http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_GHSGT](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT) .
- ▶ Student online tutorials can be accessed using the link below:  
<https://www.georgiastandards.org/resources/Pages/Tools/ExPreSSPrograms.aspx>
- ▶ Teacher resources for test preparation are located in Learning Village.

### Mathematics Support III Teacher Resources

Tools for teachers of Mathematics Support III are available in Learning Village.

**Mathematics Support III Webinar - October 21 at 4:00 p.m.**

The webinar will offer a forum for teachers to share resources, successes and challenges, as we all gear up for the GPS version of the Mathematics GHSGT. The webinar will be recorded for future viewing.

## SPOTLIGHT ON SUCCESS

Two schools are receiving recognition for their success on an assessment last spring. If you have successes that you would like to share, let us know.

- ★ **Fairmount Elementary, Gordon County** - 100% of students with disabilities passed the 5<sup>th</sup> grade Math and Reading portions of the CRCT; 98% of 5<sup>th</sup> graders Met or Exceeded in Math.
- ★ **Clinch County High School**– Mathematics I scores were first in the state!



### In Upcoming Issues...

- **CCGPS Updates**
- **Effective Instructional Strategies**

### GPS Classroom Video

In this issue...

- ▶ Expanding Space Station, 8<sup>th</sup> Grade

View over 300 Georgia classroom videos and teacher interviews demonstrating standards-based mathematics classroom environments.

[View video](#)

