

## Top Teacher Moves

### Common Assessments

Day 9, Apr 22, 2024




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 Murrieta Valley USD



**Please sit in course teams and access:**  
[bit.ly/WJUSDmath](http://bit.ly/WJUSDmath)

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## Collective Teacher Efficacy

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## Elimination Method: Start with Concrete Numbers

$$\begin{array}{r} 3 + 6 = 9 \\ 1 + 4 = 5 \\ \hline 4 + 10 = 14 \end{array}$$

$$\begin{array}{r} 3 + 6 = 9 \\ 1 + 4 = 5 \\ \hline 2 + 2 = 4 \end{array}$$

$$\begin{array}{r} 2(3 + 6 = 9) \\ 6 + 12 = \\ \hline 18 \end{array}$$

$$\begin{array}{r} 2(3 + 6 = 9) \\ 3(1 + 4 = 5) \\ \hline 6 + 12 = 18 \\ 3 + 12 = 15 \\ \hline 3 = 3 \end{array}$$

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### Elimination Method: Then ONE Variable

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$$\begin{array}{r} x + 6 = 15 \\ x + 4 = 13 \\ \hline 2x + 10 = 28 \end{array}$$

$$\begin{array}{r} 3 + 2x = 11 \\ 1 + x = 5 \\ \hline 2 + x = 6 \end{array}$$

$$\begin{array}{r} 2(x + 6 = 9) \\ 2x + 12 = \\ 18 \end{array}$$

Solution Tree L...

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### Elimination Method: Then The Game

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$$\begin{array}{r} (6, 2) \quad x + y = 8 \\ \quad \quad x - y = 4 \\ \hline 2x + 0 = 12 \\ \quad \quad x = 6 \end{array}$$

$$\begin{array}{r} 6 + y = 8 \\ 6 - 2 = 4 \end{array}$$

$$\begin{array}{r} (\_, \_) \quad x + y = \_ \\ \quad \quad x - y = \_ \end{array}$$

$$\begin{array}{r} x + 2y = \_ \\ x - y = \_ \end{array}$$

Solution Tree L...

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### Super Size It

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**7.G.A.1**  
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing...

**7.RP.A.2.A**  
Decide whether two quantities are in a proportional relationship...

**Dexerto** @Dexerto · 1d

Store in China is selling giant versions of snacks including Oreos and ramen

1 1 2 152

**pamjwilson, nbct** @pamjwilson

Makes me think of @MathProjects Super Size It!

Solution Tree L...

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# Super Size It

*Super Size It! Perimeter, Area, & Volume*

You work for Gen Foods. The company wants to super size its most popular product. You are to determine the new dimensions for the product so that they are proportional to the old one. You are also to choose an appropriate price for your product. Choose any product that has a rectangular prism for a package and **CREATE** the new package. Record all measurements and calculations below, and be sure to describe the new package. (Note: Look for a ratio of similarity that is not a whole number.)

Name of the product: \_\_\_\_\_ Ratio of similarity: \_\_\_\_\_

Dimensions: Original: \_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_ New: \_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_

Surface Area: Original: \_\_\_\_\_ New: \_\_\_\_\_ Ratio: \_\_\_\_\_

Volume: Original: \_\_\_\_\_ New: \_\_\_\_\_ Ratio: \_\_\_\_\_

Compare the three ratios above.

Pricing: Original: \_\_\_\_\_ New: \_\_\_\_\_ Ratio: \_\_\_\_\_

**Required:**  
Dimensions, Volume & Price

**Challenge:**  
Surface Area

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# Super “Duper” Size It

Reason quantitatively by using actual lengths of two objects to determine whether they are in a proportional relationship...

\_\_\_\_\_ "H x \_\_\_\_\_ "W x \_\_\_\_\_ "D

9.58"H x 7.42"W x 3.92"D

\$15.99

\$ \_\_\_\_\_

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# Super “Duper” Size It

Reason quantitatively by using actual lengths of two objects to determine whether they are in a proportional relationship...

\_\_\_\_\_ "H x \_\_\_\_\_ "W x \_\_\_\_\_ "D

9.21"H x 8.43"W x 4.96"D

\$11.37

\$ \_\_\_\_\_

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## Top Teacher Moves

### Elimination Game & Super Size

**Top Teacher Moves**

1. High Expectations for and Communicated to ALL Students
2. Dual Objectives for the Explicit Teaching of Thinking
3. Warm-Up on Prerequisite Skills & Numeracy
4. No-Options Engagement
5. Tasks! (60% of the time)
6. Group Work, Norms & Group Quizzes
7. Concepts-Procedures-Applications (C-P-A Progression)
8. Lapboards (Engagement, Feedback Techniques)
9. 3-Reads, Close Reading
10. Higher-Order Thinking Questions
11. Chunking
12. Gradual Reel-In
13. Manipulatives & Measurement
14. Structured Notes with Feedback
15. Cumulative Assignments & Assessments
16. Re-Engagement instead of Re-Teaching
17. Use Student Thinking in Formative Assessment
18. Differentiation by Extension
19. Instructional Technology
20. Process Reward System
21. Boot Camp (Unit 0)
22. Reflective Conclusion
23. Home Base: Teach Students How to Play School; More Textbooks for Students, Less for Teachers

Which of these did you see applied in our two sample lessons?

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## Top Teacher Moves

### Our 10 Days Together

**May 25: Expectations & Tasks! Top Teacher Move #1**

**Aug 28: No-Options, Prerequisites & H.O.T.S.**

**Sept 25: SMPs & Dual Targets**

**Oct 16: Coaching Classroom Walk-Throughs**

**Nov 13: Debrief & C-P-A Progression**

**Jan 22: Group Work & Top Teacher Move #2**

**Feb 26: Re-Engagement, Data Analysis & Standards Docs**

**Mar 18: Grading & Essential Standards**

**Apr 22: Common Assessments**

**May 13: Next Year Prep & Meeting Protocols**

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## Top Teacher Moves

### Your Progress



**bit.ly/WJUSDmath**





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## Top Teacher Moves Our Objectives Today

- Finish last session's **Planning Documents**:
  - Scope & Sequence
  - Pacing Guide
  - UPO w/ Essential Standards (Boulders).
- Create **Common Assessments**:
  - Final Exam Semester 1
  - Common Unit Assessment (Unit 1)
- **Bonus** Assessments & Documents:
  - Performance Task Benchmark
  - Prerequisites Skills for each Unit Planning Organizer

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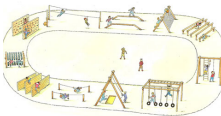
## Guaranteed & Viable Curriculum

*"The number one factor affecting student achievement is a guaranteed and viable curriculum."*  
—Robert Marzano, What Works In Schools

**Guaranteed:**  
Essential Standards for all students from all teachers

**Viable:**  
Within the time available

**Curriculum:**  
Racecourse



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## Guaranteed & Viable Curriculum Planning Documents

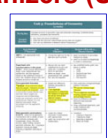
**Scope & Sequence**



**Pacing Guide**



**Unit Planning Organizers (UPOs)**



[bit.ly/WJUSDmath](http://bit.ly/WJUSDmath)

**Essential Standards (Boulders)**

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## Guaranteed & Viable Curriculum Admin Support

### Admin Access

	Scope & Sequence	Pacing Guide	UPO Essential Builders	Common Final	Common Unit Assessment	Common PT	UPO Prereq's
8th Grade							
Admin Access for Douglass:							
Admin Access for Lee:							
7th Grade							
Admin Access for Douglass:							
Admin Access for Lee:							

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## Break



10

minutes until

Final Exams

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## Guaranteed & Viable Curriculum Common Assessments

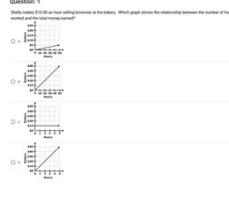
### Final Exam

Title: WJUSD Math 8 Final (Student Edition) Name: \_\_\_\_\_

Exam 1

Question 1

Graphs below show the relationship between the number of hours (x) and the number of pages read (y) for two different students.



### Unit Exam

Richard wants to purchase one large pizza and some soft drinks for a club meeting. He compares the prices at two restaurants.

Each soft drink at the first restaurant has the same price. The table below shows y, the total price of one large pizza and x soft drinks at the first restaurant.

x	y
1	\$19.25
2	\$20.50
3	\$21.75
4	\$23.00
5	\$24.25

At the second restaurant, the total price, y, of one large pizza and x soft drinks can be represented by the equation below.

$$y = 1.5x + 18$$

Which of the following statements is true?

18

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## Guaranteed & Viable Curriculum The Math of a Math Final

- Essential = A third of all Standards
- About 25-40 Math Standards per year.
  - 4-5 Standards in each of the 6-10 Units.
  - 1-2 Essential, 2-3 supporting.
- For Each Final (based on 20 Standards):
  - 7 Essential, 13 supporting.
  - 3-5 questions for each essential standards. 1 for each supporting
- 3 Questions(7 Essentials) + 1 Question(13 Supporting) = 34 Qs.
- Trim by Clustering Standards

**Definition:**

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

2. Compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given two linear functions, determine the rates of change and which function has a greater rate of change.

3. Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear functions. For example, the function  $y = x^2$  is not linear. Graphs of linear functions are straight lines; graphs of non-linear functions are not straight lines.

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## Lunch

Back  
At  
1:00



Up next:

## Common Unit Assessment

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## Guaranteed & Viable Curriculum Common Unit Assessments

- 4-5 Standards in each of the 6-10 Units.
- 1-2 Essential, 2-3 supporting.
- 3 Questions(2 Essentials)
  - + 1 Question(3 Supporting) = 9 Qs.
- Cumulative (Spiral) Essential Standards

**Unit Exam**

Richard wants to purchase one large pizza and some soft drinks for a club meeting. He compares the prices at two restaurants.

Each soft drink at the first restaurant has the same price. The table below shows  $y$ , the total price of one large pizza and  $x$  soft drinks at the first restaurant.

$x$	$y$
1	\$19.25
2	\$20.50
3	\$21.75
4	\$23.00
5	\$24.25

At the second restaurant, the total price,  $y$ , of one large pizza and  $x$  soft drinks can be represented by the equation below:

$$y = 1.5x + 18$$

Which of the following statements is true?

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## Guaranteed & Viable Curriculum Bonus GVC Components

### Performance Task

**Performance Task, MATH 6**

Math 6

Write to planning to buy a large new television for the conference room at her office. But she isn't sure what size screen will be most suitable for the space in the room. This is because television screens are identified by the measure of their **diagonal** line.

This "45-inch screen" measures 36 inches along the base.

1. What is the height of the screen? \_\_\_\_\_ inches

2. What is the total area of the screen? \_\_\_\_\_ sq. inches

### UPOs

**Unit 1: Foundations of Geometry**

Essential Standards: **1. Understand the structure of the real number system.**

UPOs: **1.1. Understand the structure of the real number system.**

### Prerequisite Skills

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- **Create Common Assessments:**
  - Final Exam Semester 1
  - Common Unit Assessment (Unit 1)
- **Bonus Assessments & Documents:**
  - Performance Task Benchmark
  - Prerequisites Skills for each Unit Planning Organizer

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## Top Teacher Moves for Woodland JUSD

[bit.ly/WJUSDEval9](https://bit.ly/WJUSDEval9)

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## Top Teacher Moves Our Next Day

May 13



Next Year Prep & Meeting Protocols



Solution Tree

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## Now USE your GVC Documents...

...with the faith that they can learn it,  
and that we can teach it to them,



...so, you can change this world,  
one math lesson at a time.



Solution Tree

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