

Name \_\_\_\_\_

# Comparing & Equivalent Fractions Quiz

MF.3

	3	2	1
MF.3a, b, d #1, 2, 3, 4, 8	4-5 Correct	3 Correct	1-2 Correct
MF.3c #5, 6, 7	3 Correct	2 Correct	1 Correct

Name \_\_\_\_\_

# Comparing & Equivalent Fractions Quiz

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	3	2	1
MF.3a, b, d #1, 2, 3, 4, 8	4-5 Correct	3 Correct	1-2 Correct
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# Equivalent Fractions Rubric

**Anita Stewart McCafferty, Jeffrey S.  
Beaudry**



## **Equivalent Fractions Rubric:**

### **Performance Tasks and Rubrics for Upper Elementary Mathematics** Charlotte Danielson, Joshua

Dragoon, 2016-02-26 Performance tasks are highly effective tools to assist you in implementing rigorous standards. But how do you create, evaluate, and use such tools? In this bestselling book, educational experts Charlotte Danielson and Joshua Dragoon explain how to construct and apply performance tasks to gauge students' deeper understanding of mathematical concepts at the upper elementary level. You'll learn how to evaluate the quality of performance tasks whether you've written them yourself or found them online. Use performance tasks for instructional decision making and to prepare students for summative assessments. Create your own performance tasks or adapt pre-made tasks to best suit students' needs. Design and use scoring rubrics to evaluate complex performance tasks. Use your students' results to communicate more effectively with parents. This must-have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics along with samples of student work. Additionally, downloadable student handout versions of all the performance tasks are available as free eResources from our website [www.routledge.com/9781138906969](http://www.routledge.com/9781138906969) so you can easily distribute them to your class. [Investigations, Tasks, and Rubrics to Teach and Assess Math](#) Pat

Lilburn, Alex Ciurak, 2010 Provides opportunities for engaging differentiated open-ended problem-solving experiences. Features more than two hundred tasks grouped by content standards that reflect the NCTM Standards and the NCTM Curriculum Focal Points. **Ten Assessment Literacy Goals for School Leaders** Steve Chappuis, Susan M. Brookhart, Jan Chappuis, 2021-04-26 Assessment literacy leads to improved outcomes for all. Do you know how to ensure teachers have the knowledge and skill to use assessment data to improve student learning? Do you know the influence that student involvement in assessments has on motivation and learning? This book guides you and your leadership team through 10 assessment literacy goals with practical content, how-to success indicators, and activities to extend and process learning. You will come away understanding the attributes of comprehensive and balanced assessment systems, the necessity for clear academic achievement targets, and why assessment quality is essential. In addition to providing rubrics, processes, and practical tools that work across all grade levels and subject areas, this book shows you how to work with staff to integrate formative assessment and sound grading practices. Communicate with all members of the school community about student learning. Protect students and teachers by avoiding unethical and inappropriate assessment use. Use student assessment information to improve and inform instruction. Develop assessment policies that support quality assessment practice. Advance your understanding of assessment so your teachers can accurately measure learning practice. Effective formative assessment strategies ensure and maintain a comprehensive and balanced assessment system in your school or district.

*Supervision for Learning* James M. Aseltine, Judith O. Faryniarz, 2006-05-15 Traditional methods of supervision and evaluation focus on teachers' inputs: their lesson plans, instruction, and classroom management practices. But what matters

most is the outcome they achieve learning This book introduces Performance Based Supervision and Evaluation PBSE a data driven and teacher directed approach proven to build educators analytical and instructional capacity to address the learning needs of their students It s a move away from disconnected annual goals and outside in improvement initiatives and toward the full integration of teacher evaluation strategic professional development and school improvement planning Supervision for Learning is an important resource for school leaders looking to Honor the judgment of teachers while targeting student performance in areas of essential knowledge and skills articulated in standards Empower all teachers to use performance data as the basis for instructional decisions and monitor the effectiveness of these decisions through action research Develop meaningful collaborative relationships with and among teachers and Acquire authentic evidence of teacher and student growth Authors James M Aseltine Judith O Faryniarz and Anthony J Rigazio DiGilio explain the best practice foundations of their approach and provide guidelines for its implementation Sample artifacts and illustrative vignettes bring the PBSE process to life clarifying the supervisor s role the teachers responsibilities and the students gains You ll also find a planning and monitoring tool that maps milestones within the development and evaluation cycle along with strategies for reconciling this approach with district reporting requirements and budget realities Note This product listing is for the reflowable ePub version of the book

**Math That Matters** Marian Small, 2019-05-03 In this insightful math resource for grades 3-8 popular professional developer Marian Small helps teachers understand and facilitate meaningful assessments to advance student understandings Small shows new and veteran teachers how to do three fundamental things well identify the most important math to assess construct meaningful assessments both formative and summative to measure student understanding and provide students with feedback that is clear timely and specific Examples for each grade level are provided along with details on how to pose questions analyze errors and help students understand and learn from their mistakes The book provides specific guidance for when and how to offer feedback on both correct and incorrect answers in order to advance students mathematical thinking Like other Marian Small bestsellers Math That Matters combines her special brand of lucid explanation of difficult concepts with fresh and engaging activities Our understanding of the power of assessment to improve learning has deepened significantly in the past two decades Marian Small draws upon the critical research behind this understanding to explain what effective practice looks like It is essential reading for all elementary educators and has the potential to profoundly affect the quality of mathematics assessment in our schools From the Foreword by Damian Cooper president Plan Teach Assess Teachers are often clamoring for concise classroom assessments that can capture students conceptual understanding Clamor no more Math That Matters is a timely response to that need Marian Small removes the mystery of how to engage students in learning while collecting assessment data that drive next instructional plans Karen Karp Johns Hopkins University The beauty of this book is that it is simple enough for brand new teachers and complex enough for experienced teachers The author offers an amazing gift by linking assessment ideas directly to common state

standards Felicia Darling Santa Rosa Junior College      Teaching Strategies That Create Assessment-Literate Learners Anita Stewart McCafferty, Jeffrey S. Beaudry, 2018-04-12 Merely focusing on assessment with no connection to teaching and learning is to overlook the power of assessment for learning This book pulls together several models 1 the five keys of quality assessment 2 Hattie s work on Visible Learning and 3 the seven strategies of assessment for learning      **Houghton Mifflin Math Central** Laurie Boswell, Patsy F. Kanter, 1999      *Rethinking Disability and Mathematics* Rachel Lambert, 2024-04-15 Every child has a right to make sense of math and to use math to make sense of their worlds Despite their gifts students with disabilities are often viewed from a deficit standpoint in mathematics classrooms These students are often conceptualized as needing to be fixed or remediated Rethinking Disability and Mathematics argues that mathematics should be a transformative space for these students a place where they can discover their power and potential and be appreciated for their many strengths Author Rachel Lambert introduces Universal Design for Learning for Math UDL Math a way to design math classrooms that empowers disabled and neurodiverse students to engage in mathematics in ways that lead to meaningful and joyful math learning The book showcases how UDL Math can open up mathematics classrooms so that they provide access to meaningful understanding and an identity as a math learner to a wider range of students Weaved throughout the book are the voices of neurodiverse learners telling their own stories of math learning Through stories of real teachers recognizing the barriers in their own math classrooms and redesigning to increase access the book Reframes students with disabilities from a deficit to an asset perspective paving the way for trusting their mathematical thinking Offers equitable math instruction for all learners including those with disabilities neurodiverse students and or multilingual learners Applies UDL to the math classroom providing practical tips and techniques to support students cognitive affective and strategic development Immerses readers in math classrooms where all students are engaged in meaningful mathematics from special education day classes to inclusive general education classrooms from grades K 8 Integrates research on mathematical learning including critical math content such as developing number sense and place value fluency with math facts and operations and understanding fractions and algebraic thinking Explores critical issues such as writing IEP goals in math This book is designed for all math educators both those trained as general education teachers and those trained as special education teachers The UDL Math approach is adapted to work for all learners because everyone varies in how they perceive the world and in how they approach mathematical problem solving When we rethink mathematics to include multiple ways of being a math learner we make math accessible and engaging for a wider group of learners      Rubrics Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, 1998 Describes strategies teachers and administrators may use to construct and adapt rubrics and explains how to use them to assess instruction and performance      **Middle School Math, Course 1** McDougal Littell Incorporated, 2004      *Everyday Mathematics: Assessment handbook* , 2002      *The Differentiated Math Classroom* Miki Murray, 2007 In every mathematics classroom the need for differentiated instruction is

present in many it s acute Students learn at different rates in different ways with different successes and different challenges Instruction must be flexible enough to meet everyone s needs and nurturing enough to not only support growth but also address the frustration that often leads to mathphobia The Differentiated Math Classroom can help make high quality differentiated instruction a classroom reality It s the usable comprehensive resource teachers need to help students of all levels and abilities succeed with math Whether you teach math sixty minutes a day or six periods a day The Differentiated Math Classroom describes both the big ideas of differentiation and the day to day teaching that makes it work Miki Murray and Jenny Jorgensen present everything you need to get started and to help all students meet national standards including ideas for Setting up a classroom to maximize opportunities for differentiation and establish community Getting to know students strengths and needs through high quality assessments Devising anchor activities that help students work independently with meaningful math content while you free up time for individual instruction Creating tiered lessons that scaffold content and provide the flexibility to challenge some students and offer assistance to others Murray and Jorgensen offer practical ideas for planning and designing units that engage students and facilitate learning about important math concepts as well as teaching tools questions for professional reflection and answers to teachers most frequently asked questions about differentiation Discover that differentiated instruction is a flexible framework that supports all math learners Filled with examples from real classes and samples of student work The Differentiated Math Classroom will help every child learn more effectively by showing you how to think about students mathematics and your teaching in powerful new ways

**Everyday Mathematics** ,2004 This grade level specific handbook provides classroom tested techniques and ideas to make assessment and instruction more manageable productive and exciting as well as offering a more complete picture of each student s progress and instructional needs through techniques and tools from the four assessment areas ongoing product periodic and outside tests The Assessment Handbook includes suggestions for observing students keeping anecdotal records following student progress and encouraging students to reflect on and communicate both what they have learned and how they feel about mathematics      **The Adolescent Brain** Valerie F. Reyna,2012 The contributors reveal new findings about the basic mechanisms underlying brain development with particular reference to mathematical reasoning as well as to decision making in a variety of situations      **Elementary and Middle School Mathematics** John A. Van de Walle,2004 World Windows introduces young learners to essential themes and concepts in Science and Social Studies through National Geographic photography and content Using non fiction readings World Windows helps to develop young learnerse tm fluency in English and ignites their curiosity about the world around them      Performance Assessment and Standards-based Curricula Allan A. Glatthorn,1998      **The Transactions of the Royal Irish Academy** Royal Irish Academy,1877      **The Transactions of the Royal Irish Academy** ,1886      **Transactions** Royal Irish Academy,1877      Everyday Mathematics: Home connection handbook University of Chicago. School Mathematics Project,2001

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