



UDA Math Night

October 18, 2017



Identifying the PROBLEM

- Want to see our test scores improve
- Want our students to be competitive in high school
- Do not want our students to miss out on opportunities in math

Working towards a SOLUTION

- Backwards planning: from high school to TK
- Analyzing NWEA scores
- Analyzing CAASP scores



We are responsible for teaching....

Common Core State Standards

- Common Core Standards have a more focused set of goals for each grade level.
- Common Core Standards stress critical thinking.

Common Core's Overarching Math Principles

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

In the past CA standards stressed memorizing a wide range of math skills

The Common Core Standards require deeper thinking and flexibility

GRADE 4 CALIFORNIA STANDARDS TEST Math Released Test Questions

1 Which of these is the number 5,005,014?
A five million, five hundred, fourteen
B five million, five thousand, fourteen
C five thousand, five hundred, fourteen
D five billion, five million, fourteen

2 The estimated cost to build a new baseball stadium is ninety-four million dollars. What is this number in standard form?
A \$90,400
B \$94,000
C \$90,400,000
D \$94,000,000

3 There were sixty-two thousand, seven hundred twenty-one seagulls nesting on an island. What is this number in standard form?

5 Which decimal should be placed in the box to have the numbers in order from least to greatest?
0.28 0.32 0.54 ? 0.86
A 0.25
B 0.45
C 0.61
D 0.93

6 What is 67,834,519 rounded to the nearest hundred thousand?
A 67,000,000
B 67,800,000
C 67,830,000
D 67,900,000

Grade 4 Mathematics Sample

Preparing to Open a New Grocery Store

You are the manager for a new grocery store. The grocery store has been built, but it is not ready to open yet. Before the grocery store can open, the list of tasks below must be completed.

1. The store layout must be planned.
2. The pricing of different items must be set.
3. A plan for the number of workers at each time of day must be made.

Part A

Store Layout

The floor of the store is a rectangle with a width of 30 yards and a length of 50 yards. The shapes shown below represent the top views of a shelf, a refrigerator, and a register area. These shapes



Putting in Place Solutions

Common Math Approach

- Homework
- Math block
- Differentiation:
 - interventions & challenges
 - mild, medium, spicy
- Assessment Frequency

Math Fluency

- Skills Based Learning for TK-K
- Math fact practice for math fluency: 1-8

Consistency in grading: performance tasks

- Common and aligned rubrics
- Calibration to understand scoring

Math Programs

- K-7: Front Row
- 1-8: XtraMath
- 8-10: Aleks
- Tk-5 Bridges

Teacher Support

Teacher professional development from UCSD Math Professor

Our Grading Scale TK-8

TK-5th			Middle School
Grading	Percent	Proficiency	Letter equivalent
4	100%	Exemplary	A=100%
3	80-99%	Proficient	A=90-99% B=80-89%
2	70-79%	Developing	C=70-79%
1	<69%	Emerging	D=60-69% F=59% and below

NWEA Scores

Parent Conferences:
Student Goals (areas to work on based on scores)

NWEA Score Night:
Understanding NWEA scores--coming in January



How to help your student(s) at home

Do's

- Have your child explain how they are thinking about the problem and how they are solving it.
- Let them grapple.
- Ask questions: Can you explain? How did you know? Can you tell me again? Share your thinking too.

Don'ts

- Don't rush to the algorithm (carrying and borrowing)
- Don't be in a hurry to increase adding and subtracting huge numbers. Understanding comes from being fluent with numbers under 20 and then numbers under 100.
- If your child is struggling with a concept, lower the number and then raise it back up slowly.



Pick your Math Journey

Lower Elementary

5:50-6:20 TK-2 Ms. Niesen's Rm.

3-5 Ms. McGreevy's Rm.

6:25-6:55

Upper Grades

5:50-6:20 6-8 Ms. Weston's Rm.

9-10 Ms. Bayliss Rm. 6:25-6:55