



Math Weekly Tidbits

Maryland Common Core State Curriculum Framework
Maryland School for the Deaf

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Dear Teachers,

Welcome back!

Our elementary schools are implementing the new Maryland Common Core State Curriculum Framework this year! This required a lot of preparation on your part; we truly could not have done it without you! Over the summer, several teachers attended the Educator Effectiveness Academy to learn more about the common core standards as well as the latest trends in instruction. There will be some Professional Development sessions for math teachers on both campuses.

This newsletter will continue for the 2012-2013 school year. It will feature news and updates about math instruction and the common core standards, as well as links to additional information made available online. As always, feedback is welcome. E-mail me if you discover something that you would like to see featured in this newsletter.

Off to a fresh start!

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PARCC Releases Initial Set of Test Items and Task

<http://www.parcconline.org/>

“The Partnership for Assessment of Readiness for College and Careers (PARCC), a 23-state consortium working together to create next generation assessments, today released its first set of item and task prototypes for both English language arts/literacy and mathematics. The prototypes are illustrative of how the critical content and skills found in the Common Core State Standards (CCSS) may be measured by the PARCC assessments set to be administered for the first time in 2014-2015. The prototype items are early samples or models that may be helpful in building the actual assessment items. They also give educators and the public an early look at what next generation assessment items may look like...Additional prototypes and rubrics will be added over the next two years to paint a more complete picture of the PARCC assessment design in each content area and grade level.”

PARCC Grade 3 Summative Assessment

Home > Grade 3 >

Grade 3 Mathematics (Fluency)

SAMPLE ITEM

Click on all the equations that are true.

- $8 \times 9 = 81$
- $54 \div 9 = 24 \div 6$
- $7 \times 5 = 25$
- $8 \times 3 = 4 \times 6$
- $49 \div 7 = 56 \div 8$

See the difference? A typical assessment, done the old-fashioned way, would simply have listed possible answers for “8x9”. PARCC’s goal is to “include a balance of conceptual understanding, fluency, and application. These tasks can involve any or all mathematical practice standards.”

Around the Country: Interesting Articles

A Struggle to Educate the Severely Disabled

Children who have “at least two disabilities and severe educational needs” are classified as having “multiple disabilities” under the federal Individuals with Disabilities Education Act. This article discusses the struggle teachers go through in creating a unique balance between academic and functional goals for such students. Read the full article at: <http://tinyurl.com/96vg2w9>.

Common Core = less is more

Teachers in Frederick County share their sentiments about teaching the new curriculum. Generally, there are many highlights such as that students are encouraged to formulate arguments to justify their answer. There are fewer standards in each grade, but the focus is much deeper; for example, new math assessments will now involve multi-step questions. Read the full article at: <http://tinyurl.com/9uqyzsp>.

Is Algebra Necessary?

Why must we know and understand polynomial functions and parametric equations? Andrew Hacker, a professor of political science, argues that successful careers do not require the depth of quantitative reasoning we are forced to learn in middle and high school. Read his blog at: <http://tinyurl.com/cqd8ev9>. Nicholas Warner, on the other hand, makes a compelling argument otherwise. The physics and mathematics professor claims that we truly cannot do without this training for abstract reasoning. Read his blog at: <http://tinyurl.com/99rwven>.

My View: Why we need the Common Core Standards

Jonathan Wray, a math educator from Howard County Public Schools, outlines the reasons why we all need to be on the same page regarding math education. Interconnectivity among states will help graduating pupils broaden their career choices. Read the full blog at: <http://tinyurl.com/9mfq3ge>.