Assessment Overload?

Kelsie Jones, Lis Story, Erin Sullivan
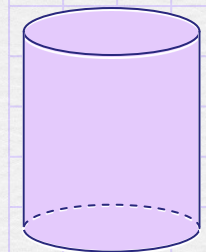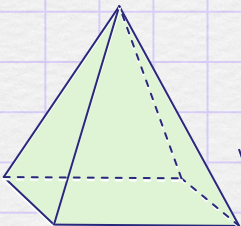
Welcome! We are so glad you are here!

$V = \frac{1}{3} Bh$
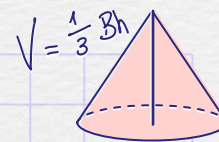
Announcements

- MAKE SURE YOU HAVE A NOTES SHEET.
- LEAVE YOUR EMAIL ON THE STICKY NOTE IF YOU WANT A FOLLOW UP EMAIL WITH THE PRESENTATION.
- HAVE A GROWTH MINDSET.
- RELAX, ENJOY, AND KNOW YOU ARE FABULOUS

Quote of the Day

" EVEN ON YOUR WORST DAY IN THE CLASSROOM, YOU ARE STILL SOME CHILD'S BEST HOPE. "

— **unknown**

Would you rather...

1. Go on a fieldtrip
2. Supervise an assembly

Check List

- ❑ LEARN SOMETHING NEW
- ❑ ASK FOLLOW UP QUESTIONS
- ❑ APPLY NEW INFORMATION

$V = Bh$

$V = \frac{1}{3} Bh$

$V = S^3$

Agenda

01 Introductions

02 Purpose

03 Examples

04 Roles of the Team

05 Explore

06 Questions

Hello! I'm Kelsie
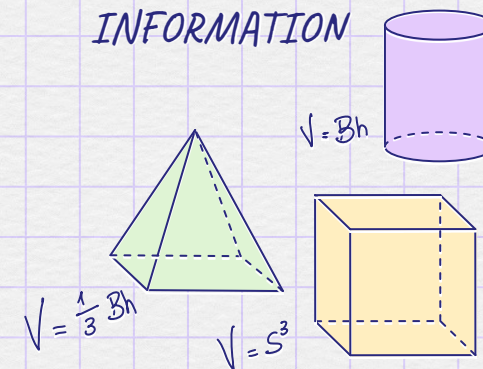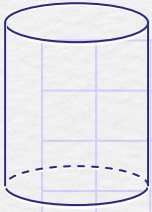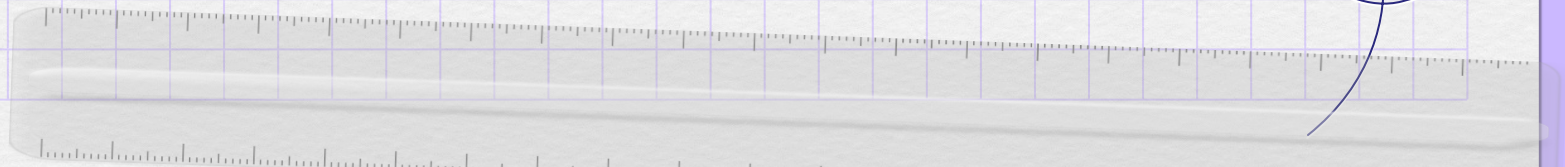
Instructional Coach at Heritage Middle

$V = \frac{4}{3}\pi r^3$
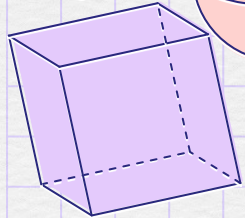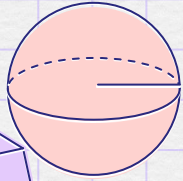
$V = S^3$

$V = \frac{1}{3}Bh$
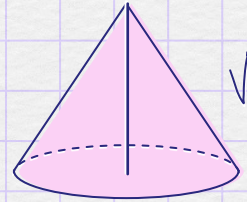
$V = Bh$
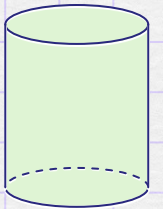
- Taught 6 years in Metro Nashville
- Finishing year 5 as an instructional coach
- I love this job because teachers and students still teach me so much!
- I'm passionate about this job because I love helping teachers and making their life easier for the betterment of their students.
- Newlywed- so fun!
- 2 dogs (Milo and Remy)
- Cheer Coach

Hello! I'm Erin

-This is my 10th year teaching!

-5th grade math- 3 years in Maury County

-6th grade math- 7 years in Williamson County

-This is my second career, so I chose to do this!

I worked as a Registered Dietitian prior.

-Coached volleyball for school and club for 15-ish years

-Married with 2 dogs.

$V = \frac{4}{3}\pi r^3$
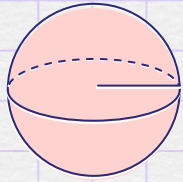
$V = S^3$
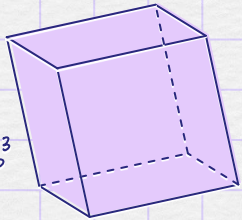
$V = \frac{1}{3}Bh$
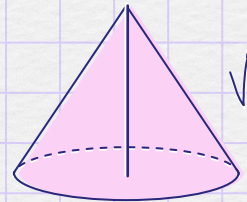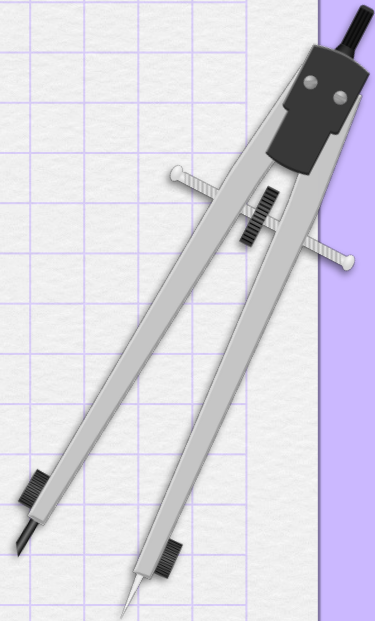
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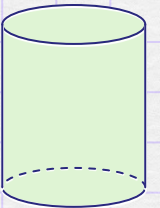
What is today about?

- Learning how to breakdown an assessment.
- Which allows:
  - Time saved
  - Collaboration
  - Communication
  - Standards based testing
- We want to show you three examples of how our school collaborates on test/assessments.
- We want to explain the role of each individual and why this is an important process.
- We want to give you time to reflect on your own practices.
- We want to give you the opportunity to ask questions.

Purpose

Let's make life easy.

- Do you feel like you test too much or too little?

- How can we make our time testing productive?

- Focus on the standards. Not the test.

- All team members should be involved.

- Walk away with everyone on the same page.

- Easier planning for all.
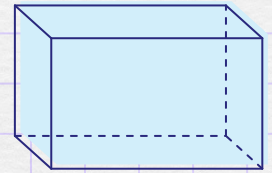
$V = wlh$
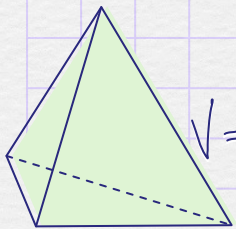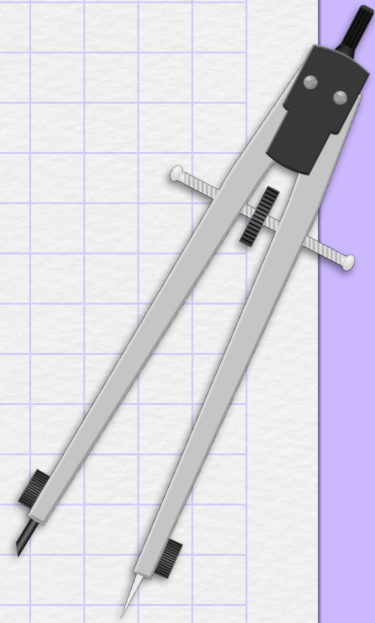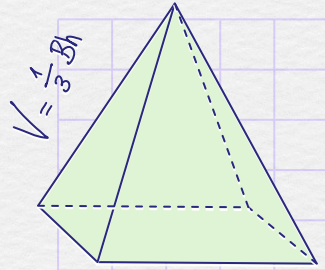
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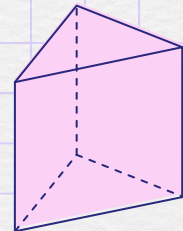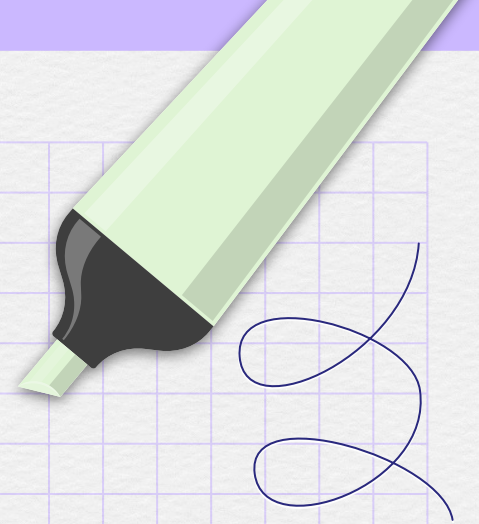
$V = Bh$
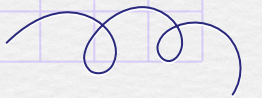
01

6th Grade

7th grade

8th grade

Focus on the standards

Do you utilize the Instructional Focus Document (IFD)?

$V = \frac{1}{3}Bh$

$V = \frac{4}{3}\pi r^3$

$V = S^3$
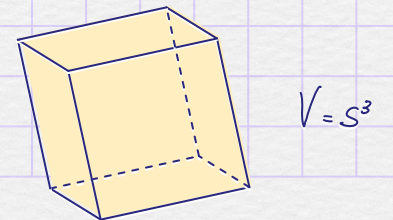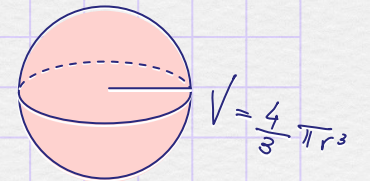
What do we do with the standards?

1) Read the statements for Level 3. This is on grade level.

2) Read the Instructional Focus Statement. This goes into more detail about what students should be doing and ideas for teaching.

3) Use the statements for Level 3 to determine what exactly you are assessing.

4) In a perfect world, one "meeting" would be to discuss what the standard means and the second "meeting" would be to finalize the test.

02

$V = \frac{1}{3}Bh$

6th Grade

7th grade

8th grade

Pick your questions

Individually solve each problem on the assessment.

$V = \frac{4}{3}\pi r^3$

$V = S^3$
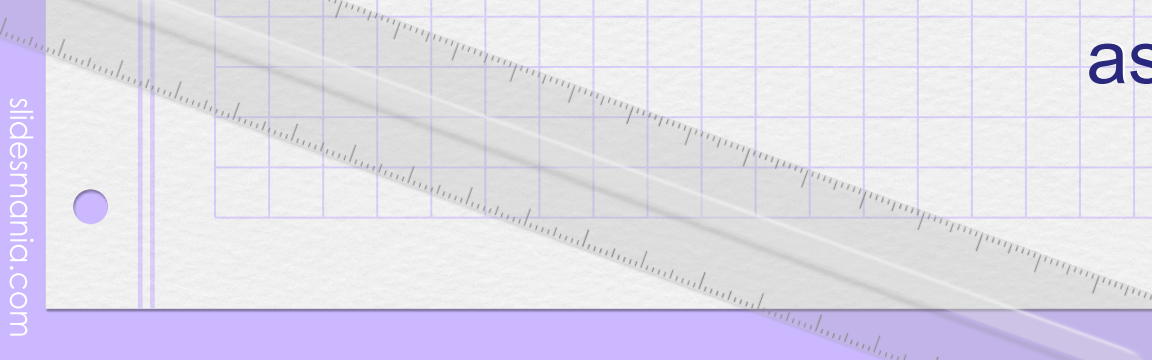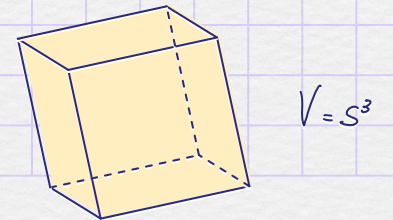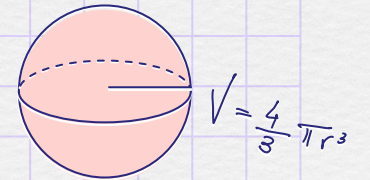
How do we collaborate?

1) Each team member has a voice.
2) In general, we use 3 words…keep, edit, delete.
3) Everyone comes to the meeting prepared or we reschedule

HMS 6th grade Team Assessments:

Left document

Quarter 4

TN Math Standards	Instructional Focus Document Evidence of Learning Statements Level 3	

Module 9: Volume and Surface Area

6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = Bh where B is the area of the base to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

Find the volume of right rectangular prisms with fractional edge lengths to solve real-world and mathematical problems when a visual model is provided.

Model the volume of a right rectangular prism with multiple fractional edge lengths using unit cubes with dimensions of an appropriate unit fraction.

Show that the volume found by creating a model of a right rectangular prism packed with unit cubes is the same as would be found by multiplying the edge lengths of the prism.

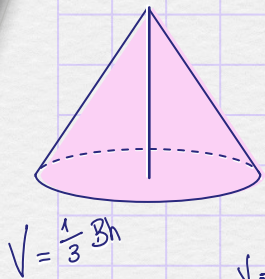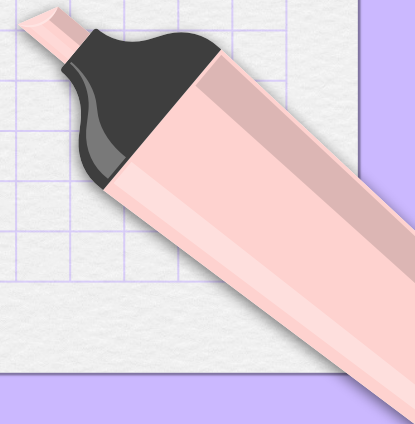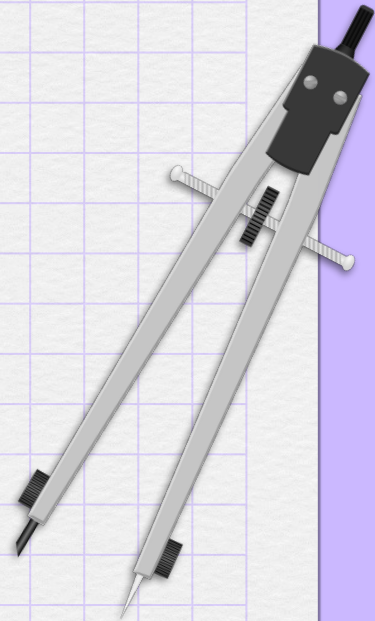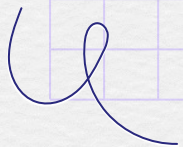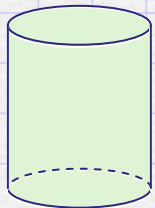Explain the relationship between the formulas for calculating volume V = lwh and V = Bh.

9-1 Volume of Rectan...

Volume u
+ visu

base xh
or
L x w = b

Conceptual Understanding	Procedural Skill and Fluency	Application
x	x	x

1	1	1	1	1.99%

6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Draw a net to represent prisms and pyramids made up of rectangles and triangles.

Use nets of three-dimensional figures to calculate the surface area.

Relate the area of two-dimensional figures to find

9-2 Surface Area of R
9-3 Surface Area of T
9-4 Surface Area of P

Nets of
Calculate

Right document

NAME _____ DATE _____ PERIOD _____ SCORE _____

Module Test Form A1 Volume and Surface Area

Do we edit for fraction? Yes?

1. Marathi has a wooden jewelry box in the shape of a rectangular prism with the dimensions shown. What is the volume of the box?

   vol.

   Ⓐ 1,932 cm³
   Ⓑ 3,864 cm³
   Ⓒ 5,400 cm³
   Ⓓ 7,332 cm³
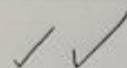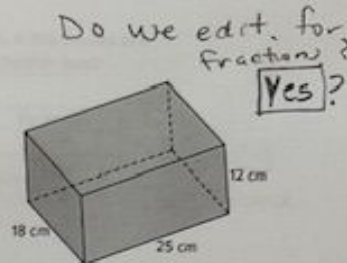
   But Not fractional?

   (12 cm, 18 cm, 25 cm)

2. The volume of the prism shown is $1\frac{7}{8}$ cubic feet. What is the value of x?

   vol. missing length
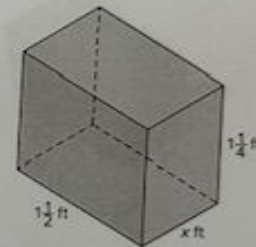
   Find missing edge length?

   ($1\frac{1}{4}$ ft, $1\frac{1}{2}$ ft, x ft)

Apply

3. Tais is shipping a coat to her grandmother. When folded, the coat has a volume of 10,000 cubic centimeters. Is a box with the dimensions shown large enough to ship the coat? Explain your answer.

   (25 cm, 20 cm, 30 cm)

Module Test • Volume and Surface Area

1
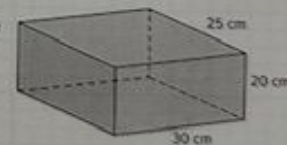
4. A hardware store sells two different-sized boxes of finishing nails. If the boxes are in the shapes of rectangular prisms, which size box of nails is the better buy? Explain your answer.

Box Size	Length (in.)	Width (in.)	Height (in.)	Price ($)
Small	4	6	3	6.00
Large	7	4	5	12.50

Apply Volume

✓✓

5. The volume of a tissue box with the dimensions shown is 180 cubic inches. What is the length of the tissue box?

Do we need Missing?

? .X

NO
Not for Test

4.5 in.
ℓ in.
5 in.
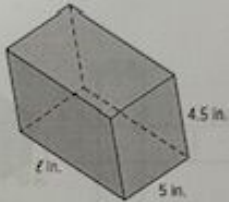
6. Use the net to find the surface area of the rectangular prism shown.

S.A. Rect. Prism

✓✓

6 cm
4 cm
8 cm

Prism
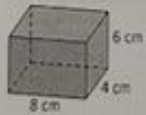
4 cm
6 cm   6 cm
6 cm   6 cm
4 cm
4 cm
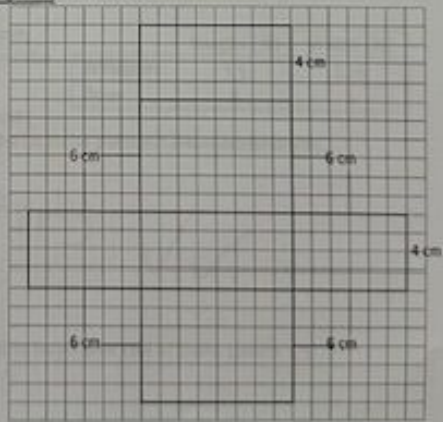
Volume	SA Rect	SA Tri	SA Pyra.	Apply	Nets
I	II	II	II	Vol- II	I - Rect.
				SA Rect - I	I - Tri.
				SA. Pyr - I	

Example 2- Spreadsheet

#	Description				Note
1	c when given diameter				
2	c when given radius				
3	find diameter when given c				
5	a when given r				
6	a when given d				
7	a when given d semi-circle				
8	a when given c				Solve only
9	a of composite				
10	find shaded area *				
11ab	area of composite real world				
1b	c when given diameter				
2b	a when given c (I like better)				
3b	c equation				in terms of pi
4b	find shaded area *				
5b	c when given radius				
6b	a when given r				
7b	a when given r (word problem)				
8b	r when given area (standard)				
9b	shaded area (benchmark)				
10b	find r when given c				
11b	terms of pi				
1c	2d area- trap				
2c	2d area composite (rect and tri)				
7c	find h when given a				
9c	area painting				

Example 2- Spreadsheet Results

1	c when given diameter	
2	c when given radius	
3	find diameter when given c	
5	a when given r	
6	a when given d	
7	a when given d semi-circle	
8	a when given c	
9	a of composite	
10	find shaded area *	
11ab	area of composite real world	

1b	c when given diameter	
2b	a when given c (I like better)	
3b	c equation	
4b	find shaded area *	
5b	c when given radius	
6b	a when given r	
7b	a when given r (word problem)	
8b	r when given area (standard)	
9b	shaded area (benchmark)	
10b	find r when given c	
11b	terms of pi	

1c	2d area- trap	
2c	2d area composite (rect and tri)	
7c	find h when given a	
9c	area painting	

12	volume box		1
13	volume prism		1
14	SA pyramid		
15	v given find l		1 (round to the nearest tenth)
16	match SA-(no)		
17	SA Prism		1
18ab	SA real world		
19	SA real world		
20	volume		1
21	SA composite		1
3c	volume triangular prism		
4c	volume cube		New picture 1
5c	SA real world		3 (partial)
6c	SA real world		2 (partial)
8c	SA no picture		1

Example 3- Common Paper

Assessment Template for Unit Study

Problem #	Standard	EOL	Keep, Edit, Delete	Notes
1.	8.G.C.7	cylinder bat	keep	battery no pic
2.		conversion	Delete	
3.		cylinder	delete	picture
4.		cylinder	Delete	real-world
5.		cone	?	diameter, real-world?
6.		cylinder, cone	edit x¹/3?	solve both cone & cylind. 6a? 6b:
7.		cone	keep	real world, cake, no pic w/d
8.		cone	keep	picture w/d
9.		sphere & cube	delete	yikes
10.		sphere	keep	picture, wrong answer?
11.		hemisphere	delete	not the standard?
12.		hemisphere	delete	not the standard
13.		cone	edit	I like but standard? Find h give
14.		sphere	? edit	hmm... find radius
15.		cylinder	keep	compare find h
16.		hemisphere	delete	hemisphere
17.		sphere, cylin.	keep	real world
18.		composite	delete	
19.		conversion	delete	
20.		composite	delete	
1.		cylinder	keep	picture - volume
2.		cone	?	picture - volume

Assessment Template for Unit Study

Using π Key (book)

Problem #	Standard	EOL	Keep, Edit, Delete	Notes
1.	Find cylinder	RW-battery	keep	$V=\pi r^2 h$ (RW-battery)
2.	Find cylinder		Delete	conversions $V=\pi r^2 h$ (Delete)
3.	Find cylinder	picture		converting/adding/subtracting
4.	Find cylinder		Delete	$V=\frac{1}{3}\pi r^2 h$ / diameter ⇒ radius
5.	Find cone	RW-sandwich	6A Keep 6B Delete	A) Find both compare? 2) finding difference
6.	Find cyl/cone	pictures		
7.	Find cone	RW-cake mold		$V=\pi r^2 h/3$ / diameter ⇒ radius
8.	Find cone	picture		$V=\pi r^2 h/3$ / diameter ⇒ radius
9.	Find sphere	RW-ornament	Delete	$V=\frac{4}{3}\pi r^3$ / prism
10.	Find sphere	picture RW-bowl	keep	$V=\frac{4}{3}\pi r^3$
11.	Find sphere	picture	?	hemisphere $(\frac{1}{2})$ $V=\frac{4}{3}\pi r^3$
12 13	Find h cone	RW-table	Delete	$V=\frac{1}{3}\pi r^2 h$?
13 14	Find sphere	descript		Finding Radius — given V, given 4/3
15	Cylinder	drink glass		Find height / difference in 2
16	sphere	descript	?	hemisphere / Finding Radius
17	Sphere/cylinder	RW- b'day cake	keep	Find sphere, cylinder / add V
18	Cone	RW- Ice cream	Delete	
19	sphere	RW- necklace	Delete	
20	hemi Sphere/cyl	Composite fig	20A ? 20B delete	$V=Sp$ $V=cyl$ + add $V=\frac{4}{3}\pi r^3/2$ Maybe
21 12	hemisphere	picture	?	
1.	cylinder	picture		$V=\pi r^2 h$
2.	cone	RW- snow cone		$V=\frac{1}{3}\pi r^2 h$

3.	Sphere	picture		$V=\frac{4}{3}\pi r^3$
4.	cyl	desc		Find h
5.	cone	desc.		Find r
6.	Sphere	RW-balloons		$V=\frac{4}{3}\pi r^3$
7.	cylinder	desc		Find ans w/ pi
8.	Sphere cylinder	RW-tennis balls	Keep	vol-3 balls / canister vol / cylinder + tennis balls
9.	cyl, cone, sphere	RW Vases	Keep	compare
10.	Cone	PIC		
11.	Cylinder	RW-cake	keep	Find vol / divide each piece
12.	cyl, cone, sp	Pic	Keep	Find vol over 600
13.	sphere	RW-shot put	Keep	Find diameter

LY 8 RW- cyl/sphere (tennisballs) [V-cyl → w/ w out tennisballs] [V- sphere x3]

LY 9 RW- cyl, cone, sphere (vases) → [least → greatest / difference]

LY 11 RW- cyl (cake) [vol/per piece]

LY 12 ✓PIC - cyl, cone, sphere [over 600 vol]

LY 13 RW- sphere (shotput) - [Find diameter]

B 1 RW - cyl (battery) [vol cyl]

B 6A ✓PIC - cyl, cone (vol cyl, vol cone)

B 6B ✓PIC - sphere [vol-sp]

B 17 RW - cyl, Sph [vol cyl, sp / add / #svgs]
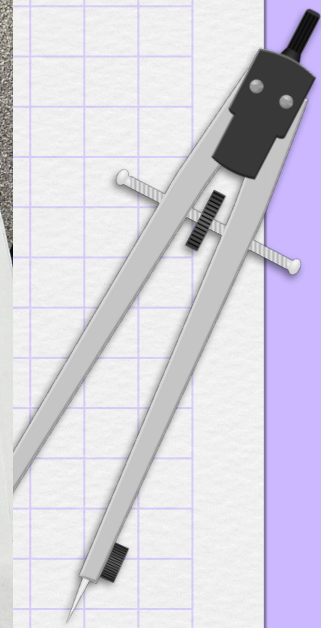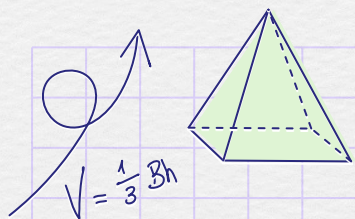
All Means All

For us to feel like we are reaching and preparing our students, all team members are important in this process.

Instructional Coach Role: Participates just like teachers, really study the standard to be able to answer questions, collaborate with other schools when there are questions, tie-breaker

Teacher Role: Attend the meetings prepared and ready to discuss questions to keep, edit, delete. Stay focused on what the standard needs students to learn. Be flexible!
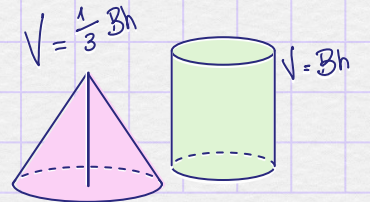
SSS Role: Attend meeting, Know the standard and questions, Identify necessary prerequisite skills that support student success, Create and teach small groups. Be supportive!

$V = \frac{1}{3} Bh$

$V = S^3$
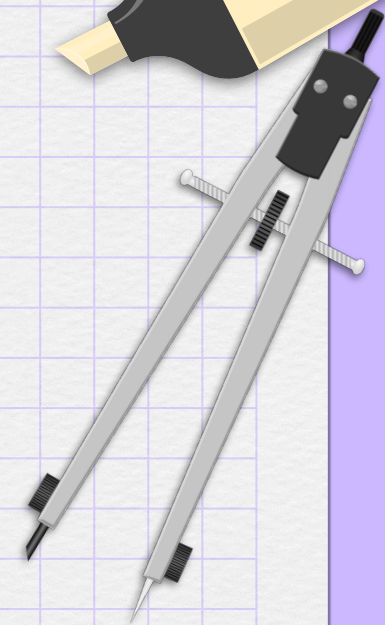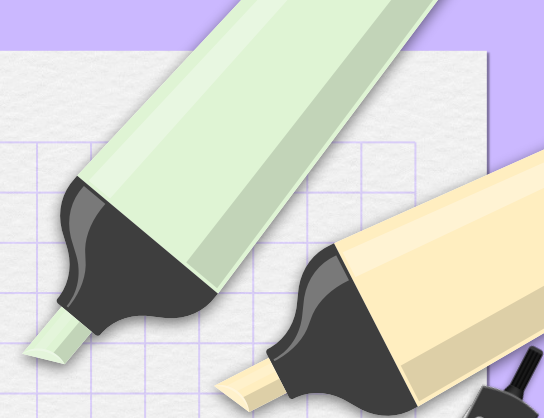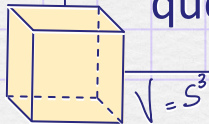
What questions can we answer?

Thank you!

Email us!

Kelsie.Willingham@wcs.edu (Coach)

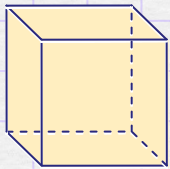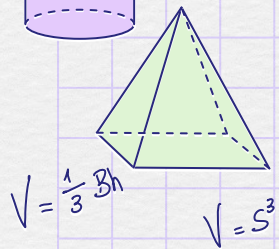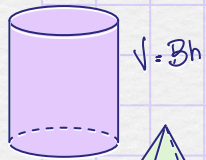Erin.Sullivan@wcs.edu (Teacher)

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