

Mathematics High-Value Action Tool

Title of Resource: GED Test Strategies, Practice & Review

Source: Kaplan

Date: 2017

Determine the high-value actions needed to fill gaps for the dimensions that make up each criterion. Identify the high-value action(s) related to each criterion that will strengthen the alignment of the resource to the CCRS. Utilize the “additional notes” section to provide information that would be useful for colleagues considering the resource, including suggestions for supplements to strengthen CCRS alignment.

Criterion #1—Focus: Does the resource focus strongly where the standards focus, including relevant Standards for Mathematical Practice?

<p>Dimension 1.1</p> <p>Major Work of the Level (MWOTL): <i>Most of the resource is focused on the most critical concepts for that level. (Support document: CCR Content Progressions or Major Works of the Level)</i></p>	<p>Dimension 1.2</p> <p>Standards for Mathematical Practice: <i>Each unit meaningfully connects mathematical content with the Standards for Mathematical Practice. (Support document: Standards for Mathematical Practice)</i></p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> • If using this for a non-GED class, take out the sections that don't pertain to the MWOTLs. 	

¹Use Mathematics CCRS Alignment Evaluation Tool
Adapted From College and Career Readiness Standards-in-Action and EQuIP Rubric for Lessons and Units: Mathematics
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Criterion #2—Rigor: Does the resource pursue conceptual understanding, procedural skill and fluency, and application with equal intensity?

<p>Dimension 2.1</p> <p>Conceptual Understanding: The resource <i>regularly</i> develops students’ conceptual understanding through tasks, problems, questions, multiple representations, and opportunities for students to <i>write</i> and <i>speak</i> about their understanding.</p>	<p>Dimension 2.2</p> <p>Procedural Skill and Fluency: The resource <i>regularly</i> asks students to perform calculations and use mathematical procedures quickly and accurately.</p>	<p>Dimension 2.3</p> <p>Application: The resource <i>regularly</i> provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.</p>
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Resource Criterion Rating¹: Strong Modifications Necessary Weak

High-value actions needed to fill the gaps:

- Add problems or tasks that are good matches to the standards targeted in lesson(s) or units and that focus on the following areas:
 - Conceptual understanding of the MWOTL
 - Procedural and computational practice
 - Challenging application problems
- Add high-level discussion questions and instructions targeted toward building conceptual understanding.
- Add opportunities for students to build the capacity to complete mathematical procedures quickly and accurately.

This resource definitely needs to be supplemented with lessons/activities that develop conceptual understanding. In addition, several more practice questions are needed in order for students to develop fluency if more than a review of skills/material is necessary.

Criterion #3—Coherence: Does the resource design learning around coherent progressions between levels and within the level?

<p>Dimension 3.1</p> <p>Coherence <u>Across</u> Levels: The resource <i>regularly</i> relates on-level concepts to knowledge from previous levels and to future learning. <i>(Support document: CCR Content Progressions)</i></p>	<p>Dimension 3.2</p> <p>Coherence <u>Within</u> a Level: Where appropriate, the resource connects two or more standards within a progression, or two or more progressions within a level. <i>(Support document: CCR Content Progressions)</i></p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> X Weak <input type="checkbox"/></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> • Add to lesson(s) or units knowledge and skills from prior levels needed to understand content that students are currently learning. • Identify “as review” student tasks, activities, or assessment items included in units that reference learning at previous levels. • Identify opportunities where level-specific content supports future learning. • Identify student activities or assessment at subsequent levels as an extension of work at the current level. <p>If one were using this to teach a course, this would be an outline, or skeleton, with the instructor filling in the missing tendons and sinews to tie the concepts together.</p>	

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Criterion #4—Structure, Support and Assessment: Does the resource provide structure and support for standards-aligned instruction and assessment?

<p>Dimension 4.1</p> <p>Instructional Support: The resource is responsive to varied student learning needs.</p>	<p>Dimension 4.2</p> <p>Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.</p>
<p>Resource Criterion Rating¹: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> X Weak <input type="checkbox"/></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> • Identify opportunities and resources for scaffolding, differentiation, intervention and support for students with learning challenges or are struggling to master content. • Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge. <p>A student who was struggling with math and/or afraid of math would find this confusing and difficult to use. If used on its own, it may even cause a student to give up. But again, this resource can be helpful if used with the right amount of support, and with appropriately-leveled students for this resource.</p>	

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