
Welcome!

CPM Virtual Learning Series



Foundations for Implementation – Session 6

What should I do before we get started?

- + Feel free to test your mic, then mute.
- + In the Public Chat, share your favorite summer activity.
- + Review the Virtual Routines.

Virtual Routines

- Join with microphone.
- Private chat facilitator for individual support.
- Share your ideas.
- Open eBook.

Agenda

Session Six



Focus: Mixed, Spaced Practice

- Icebreaker
- Assessment Beliefs**
- MSP & Summative Assessment
- Implementation Action Plan
- Closure

Assessment Beliefs Sort



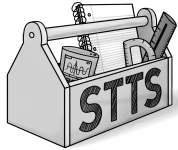
Team Task: 8 Minutes

1. Assign team roles and read responsibility in the chat. (1 min)



2. Using Screen 3 of the Desmos, complete the Productive/Unproductive beliefs sort. (7 min)

Principles of Assessment



Think-Ink-Share

Principles of Assessment ③

Students should be assessed only on content with which they have been meaningfully engaged, and with which they have had ample time to make sense of.

How might Principle 3 guide your summative assessment practices?

Screen Break

Take a break and walk away from the computer.



Summative Assessment

Support for Summative Assessments



✓ Suggested Assessment Plan

CPM EDUCATIONAL PROGRAM

Introduction

Chapter 1

Chapter 2

2 Opening

2.1.1

2.1.2

2.1.3

2.1.4

2.2.1

2.2.2

2.2.3

2.3.1

CC Algebra PDF files should be printed before use.

Lesson (ENG) Lección (ESP) Answers Teacher Notes My Notes

Suggested Assessment Plan for Chapter 2

In the *Core Connections* courses, students are expected to use a broad range of skills and abilities are used to showcase students' skills and abilities. These strategies should include individual tests and portfolios.

Information about assessment strategies and grading can be found in the [Assessment](#) section in the

Ideas for Individual Test

It is strongly recommended that **more than half** of each test in the course be made up of mastery opportunity to show mastery of concepts over time.

As you move through the course, you will need to be selective about the number of concepts that you select. Select the concepts that you believe your students should have mastered and that you

Sample Tests

Core Connections Algebra - Chapter 2 - Individual Version 1

Name: _____ Date: _____

1. Below are the graphs of three relationships, A, B, and C.

A. Which relationship has a domain of all real numbers? _____

B. Which relationship has a range of only positive numbers? _____

Standards: CCSS.Math.Content.HSF-IF.B

2. Is the relationship shown in graph A a function? Why or why not? Explain completely.

Standards: CCSS.Math.Content.HSF-IF.A

3. Is $x = -3$ in the domain of $f(x) = \frac{x+1}{x+2}$? Why or why not? Explain completely.

Standards: CCSS.Math.Content.HSF-IF.B

4. Evaluate each expression for the given value.

a. $|y - a| + 3a$, for $a = -2$

b. $\frac{-3y+1}{(y-1)(y+1)}$, for $g = 2$

Standards:

5. Determine the slope of each situation.

a.

x	5	6	7	8	9
y	-2	1	4	7	10

b.

Assessment Bank

anybody? My Account | Help | Sign Out

Home Testbank Precalculus Calculus Statistics Java

CPM Test Generator

ADVISORY: You will save yourself time and reduce frustration if you carefully read these instructions completely during your first use of this site.

- To find problems, first click on the "+" symbol next to the course name, check the boxes next to the types of problems you are looking for, and click "Display".
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- The settings on the right allow you to narrow your search.
- Please follow the Help link at the top right of the page for additional help topics.
- Choose the links in the gray bar above for Precalculus and Calculus Assessment and Solution Manuals.

NOTICE: The CPM Assessment Team is in the process of updating Assessment Items for the new CCSSM aligned courses. This site will be changing as new problems are uploaded. Please check back often to see the progress being made. The Test bank and sample tests for the Connections books continue to be available. Feel free to report errors via the Suggestions and Comments link at the bottom of the website page.

CPM ASSESSMENT

COMMON CORE STATE STANDARDS

- Core Connections, Course 1
- Core Connections, Course 2
- Core Connections, Course 3
- Core Connections Algebra
- Core Connections Geometry
- Core Connections Algebra 2
- Core Connections Integrated I
- Core Connections Integrated III
- Precalculus Third Edition
- Precalculus Third Edition Exp
- Making Connections 1

Keywords:

Question ID Range:

Problem type:

Difficulty:

Search results per page:

Search

Select All Add Selected to Cart Checkout

Summative Assessment

Support for Summative Assessments



Sample Tests



Notice and Wonder

1. **Open** the CCA Sample test



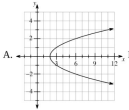
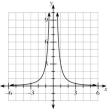
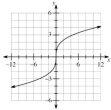
Use the link in the Public Chat.



2. **Review** the Sample test and **take notes** of all your notices and wonderings.

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1. Below are the graphs of three relationships, A, B, and C.

A.  B.  C. 

a. Which relationship has a domain of all real numbers? _____
b. Which relationship has a range of only positive numbers? _____

Standards: CCSS.Math.Content.HSF-IF.B

2. Is the relationship shown in graph A a function? Why or why not? Explain completely.
Standards: CCSS.Math.Content.HSF-IF.A

3. Is $x = -3$ in the domain of $f(x) = \frac{x^2 + 1}{x + 3}$? Why or why not? Explain completely.
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4. Evaluate each expression for the given value.

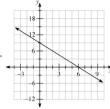
a. $|9 - a|^2 + 3m$ for $m = -2$ b. $\frac{3g + 5}{(g - 1)(g + 6)}$ for $g = 2$

Standards:

5. Determine the slope of each situation.

a.

x	5	6	7	8	9
y	-2	1	4	7	10

b. 

Sample Assessment



Notice & Wonder:



~60% Past Chapters (Review)

~40% Current Chapter (New)

CCA – Chapter 2 Learning Objectives

- 2.1 – Connect starting value and growth in geometric patterns with the slope and y-intercept on a graph.
- 2.2 – Slope as rate of change in situations
- 2.3 – Develop an algebraic method to find the equation of a line given two points.

Summative Assessment

Support for Summative Assessments



✓ Suggested Assessment Plan

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Suggested Assessment Plan for Chapter 2

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Information about assessment strategies and grading can be found in the [Assessment](#) section in the *Core Connections* course.

Ideas for Individual Test

It is strongly recommended that **more than half** of each test in the course be made up of material opportunity to show mastery of concepts over time.

As you move through the course, you will need to be selective about the number of concepts that you assess. Select the concepts that you believe your students should have mastered and that you

✓ Sample Tests

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Standards: CCSS.Math.Content.HSF-IF.B

4. Evaluate each expression for the given value.

a. $|y - a| + 3a$, for $a = -2$

b. $\frac{-3y+1}{(y-1)(y+6)}$, for $y = 2$

Standards:

5. Determine the slope of each situation.

a.

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CPM ASSESSMENT

Common Core State Standards

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- Core Connections, Course 2
- Core Connections, Course 3
- Core Connections Algebra
- Core Connections Geometry
- Core Connections Algebra 2
- Core Connections Integrated I
- Core Connections Integrated III
- Precalculus Third Edition
- Precalculus Third Edition Exp
- Making Connections 1

Keywords:

Question ID Range:

Problem type:

Difficulty:

Search results per page:

Select All Add Selected to Cart Checkout

Summative Assessment

Support for Summative Assessments



Assessment Bank

Individual Tests:

- ✓ current chapter (≈40%)
- ✓ previous chapters (≈60%)
- ✓ consider waiting on assessing



The screenshot shows the CPM Test Generator website. At the top, there is a navigation bar with links for Home, Testbank, Precalculus, Calculus, Statistics, and Java. The main heading is "CPM Test Generator" with sub-links for "Create/Add to a Set", "Review Saved Sets", and "Download Sample Tests".

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The main content area is titled "COMMON CORE STATE STANDARDS" and lists various course and topic options with checkboxes:

- Core Connections, Course 1
- Core Connections, Course 2
- Core Connections, Course 3
- Core Connections Algebra
- Core Connections Geometry
- Core Connections Algebra 2
- Core Connections Integrated I
- Core Connections Integrated II
- Core Connections Integrated III
- Precalculus Third Edition
- Precalculus Third Edition Esp
- Making Connections I

Below the list are search filters:

Keywords:

Question ID Range: Start: End:

Problem type:
 Independent Team Both

Difficulty:
 Beginning Intermediate Advanced All

Search results per page: 25

Buttons: Search, Clear Search, Select All, Add Selected to Cart, Checkout

Summative Assessment

CPM's Principles of Assessment



- 1 Teachers need to be involved in the crafting of assessments.**
- 2 Teachers need to read and work through all test problems.**
- 3 Students should be assessed only on content with which they have been meaningfully engaged.
- 4 Formative assessment is a learning experience for students and teachers.
- 5 While teachers are required to evaluate and assign grades, grading should be flexible.

Implementation Action Plan

Give One, Get One (Round 1)

Team Task: 5 Minutes

- + **GIVE** an idea from your Action Plan that supports CPM's Pillar of Collaborative Learning.

The topics were:

- + Establishing Team Roles
- + Establishing Team Agreements

- + **GET** an idea to add to your action plan as team members share.

Team Whiteboard Brainstorming Space



Implementation Action Plan

Give One, Get One (Round 2)

Team Task: 5 Minutes

- + **GIVE** an idea from your Action Plan that supports CPM's Pillar of Problem-Based Learning.

The topics were:

- + Lesson Launch & Closure
- + Lesson Explore

- + **GET** an idea to add to your action plan as team members share.

Team Whiteboard Brainstorming Space



Implementation Action Plan

Give One, Get One (Round 3)

Team Task: 5 Minutes

- + **GIVE** an idea from your Action Plan that supports CPM's Pillar of Mixed, Spaced Practice.

The topics were:

- + Managing Student Work
- + Assessment Practices

- + **GET** an idea to add to your action plan as team members share.

Team Whiteboard Brainstorming Space

