

COURSE SYLLABUS

Course: Common Core in Math: Instructional Shifts for Effective Implementation, Grades 6-8

Presenter: KDS

Credits: 3 Graduate Credits

Course Overview

The Common Core State Standards (CCSS) originated in 2010 and are being readily adopted by the majority of states across the country. The standards aim to increase the rigor of instruction for all students in order to adequately prepare them for success in college and careers. In this course, participants will explore the Common Core State Standards for Mathematics (CCSS-M) in grades 6-8 to understand the purpose for the standards, the foundations of the standards, what students are expected to understand, know, and be able to do, and how this will impact teachers' approach to instruction. The course will address the combination of content standards and Mathematical Practice standards, the three shifts in emphasis and organization, how these shifts will impact classroom practice, as well as how to address the needs of diverse student populations. Through readings, classroom instructional videos, and other materials, participants will gain a strong understanding of the standards and their application. Participants will become informed educators who can implement the standards with fidelity in their school or district.

Learning Objectives

After completing this course, participants will know:

- The purpose and organization of the Common Core Standards (CCSS) for Mathematics and CCSS for Mathematical Practices.
- The CCSS-M three major shifts in content, organization, and instructional emphasis on focus, coherence, and rigor.
- The eight standards for Mathematical Practice which are integrated throughout K-12 and are intended to increase in sophistication with the content standards; specific examples of the Mathematical Practices in action.
- The value and purpose of formative assessment to regularly inform instruction around the CCSS-M.
- The ways in which a teacher can implement the instructional shifts.
- The impact of the standards on planning, instruction, and assessment.
- Their goals for planning instruction and aligning to the CCSS.



Course Outcomes:

After completing this course, participants will be able to communicate the purpose and understand the value of implementing the CCSS-M in their school.

- Evaluate their instructional practice for alignment to the shifts and practices of the CCSS-M.
- Plan standards-aligned lessons for grades 6-8 students using the combination of standards for mathematical content and practices.
- Identify demonstrations of the standards for Mathematical Practices in action.
- Plan and design formative assessments to regularly inform instruction and student supports.
- Design curriculum and lessons that incorporate the instructional shifts.
- Develop units of study and lesson plans using a backwards-design method and include diverse learning paths for all learners.
- Revisit learning goals and begin planning lessons and designing tasks aligned to the CCSS

Unit 1: Introduction to CCSS Mathematics

Unit Overview:

In this course introductory unit, participants will explore the Common Core State Standards for Mathematics in grades 6-8 (CCSS-M) to understand the purpose for the standards, the foundations of the standards, what students are expected to know and how this will impact teachers' approach to instruction. Participants will also set goals for the course to guide their personal learning experience.

Objectives

After completing this unit, educators will know:

- The purpose and organization of the Common Core Standards (CCSS) for Mathematics and CCSS for Mathematical Practices.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Evaluate their instructional practice for alignment to the shifts and practices of the CCSS-M.

Readings

- "Introduction: Toward Greater Focus and Coherence" in the Common Core State Standards for Mathematics, pages 3-4
- "How to Read the Grade Level Standards" in the Common Core State Standards for Mathematics, page 5
- "Achieving the Common Core: Understanding the K-12 Common Core State Standards in Mathematics," Achieve



Unit 2: The Common Core Mathematics Shifts

Unit Overview:

In this unit, participants will explore the standards to gain an understanding of grade-level expectations and content within the mathematics classroom. The CCSS Mathematics standards promote three shifts in organization and instructional emphasis: focus, coherence, and rigor. Participants will discover how the three shifts are intended to help students learn mathematics more deeply, with a solid combination of conceptual understanding and procedural skill. Participants will also observe evidence of these shifts in the classroom and consider instructional strategies to promote learning that deepens the mathematical understanding that the CCSS-M shifts emphasize, in order to prepare students for college and careers.

Objectives

After completing this unit, educators will know:

- The CCSS-M three major shifts in content, organization, and instructional emphasis on focus, coherence, and rigor.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Plan standards-aligned lessons for grades 6-8 students using the combination of standards for mathematical content and practices.

Readings

- “Making the Shifts”
- “The Structure Is the Standards”
- “Focus, Coherence, and Rigor in the Common Core State Standards for Mathematics”
- “Principles Regarding the Common Core State Standards for Mathematics”
- “Grade-by-Grade Standards Analyses Introduction”
- CCSS for Mathematics
- “Principles Regarding the Common Core State Standards for Mathematics”
- “Procedural Fluency: More Than Memorizing Math Facts”

Unit 3: The Standards of Mathematical Practice, Part 1

Unit Overview:

In this unit, participants will learn about the standards for Mathematical Practice, how they can be grouped, and how they support students' learning of the content standards. Participants will explore the CCSS-M Mathematical Practice standards, also known as habits of mathematical thinkers, to gain an understanding of students' development of these mathematical practices within the mathematics classroom across grade levels.

Objectives



After completing this unit, educators will know:

- The eight standards for Mathematical Practice which are integrated throughout K-12 and are intended to increase in sophistication with the content standards; specific examples of the Mathematical Practices in action.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Identify demonstrations of the standards for Mathematical Practices in action.

Readings

- “Standards for Mathematical Practice”
- “Criteria for Materials and Tools Aligned to the Standards”
- “Standards for Mathematical Practice Observation Tool”

Unit 4: The Standards of Mathematical Practice, Part 2

Unit Overview:

In this unit, participants will learn about the standards for Mathematical Practice, how they can be grouped, and how they support students’ learning of the content standards. Participants will explore the CCSS-M Mathematical Practice standards, also known as habits of mathematical thinkers, to gain an understanding of students’ development of these mathematical practices within the mathematics classroom across grade levels.

Objectives

After completing this unit, educators will know:

- The eight standards for Mathematical Practice which are integrated throughout K-12 and are intended to increase in sophistication with the content standards; specific examples of the Mathematical Practices in action.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Identify demonstrations of the standards for Mathematical Practices in action.

Readings

- “The Modeling Cycle”



- “A Guide to 8 Mathematical Practice Standards”

Unit 5: Focus on Formative Assessment

Unit Overview:

In this unit, participants focus on the use of formative assessments that support educators in measuring students’ mastery of standards and inform next instructional moves.

The CCSS require students to complete new end-of-year summative assessments starting in third grade. There are several consortiums that have partnered with states to create these assessments. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 18 states plus the District of Columbia and the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students’ progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

Objectives

After completing this unit, educators will know:

- The value and purpose of formative assessment to regularly inform instruction around the CCSS-M.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Plan and design formative assessments to regularly inform instruction and student supports.

Readings

- “The Best Value in Formative Assessment”
- “Formative Assessment and Assessment for Learning”
- “Formative Assessment: An Enabler of Student Learning”
- “Classroom Techniques: 10 Ideas for Formative Assessment”

Unit 6: Making the Shifts Happen: Planning and Instruction, Part 1



Unit Overview:

In this unit, participants will draw on their observations, learning, and reflections from the prior units in order to plan classroom lessons that align to the CCSS for Mathematics and promote the shifts in organizational and instructional emphasis. Participants will explore ways to meet the needs of ALL students in the classroom, not just those at or above grade level, including English Learners, students with special needs, and advanced (or gifted/talented). They will integrate these instructional strategies into lesson plans and explore resources to support and engage students in using Mathematical Practices to develop understanding of the CCSS-M content standards.

Objectives

After completing this unit, educators will know:

- The ways in which a teacher can implement the instructional shifts.

Student Learning Outcomes

After completing this unit, educators will have the knowledge, skills and practical strategies to:

- Design curriculum and lessons that incorporate the instructional shifts.

Readings

- "Inviting Student Engagement with Questioning"
- "What Are Some Strategies for Facilitating Productive Classroom Discussion"
- "Promoting Mathematical Thinking and Discussion with Effective Questioning Strategies"
- "Math, Common Core, and Language"
- "Fewer, Clearer, Higher Common Core State Standards: Implications for Students Receiving Special Education Services"
- "Effective Strategies for Teaching Students with Difficulties in Mathematics"
- "CCSS Issues and Recommendations for Gifted Education Professionals FAQ"

Unit 7: Making the Shifts Happen: Planning, Instruction, and Assessment, Part 2

Unit Overview:

In this unit, participants will draw on their observations, learning, and reflections from the prior units in order to plan classroom lessons that align to the CCSS for Mathematics and promote the shifts in organizational and instructional emphasis. Participants will learn the importance of developing mathematical tasks that require students to think deeply in order to foster the rich discussion emphasized by the Mathematical Practices, study the cognitive levels of a task, and learn strategies to design these kinds of tasks. They will integrate formative assessment into lesson plans in order to engage students in using mathematical practices to develop understanding of the content standards. They will also explore



resources to support and communicate with families about the CCSS-M.

Objectives

After completing this unit, educators will know:

- The impact of the standards on planning, instruction, and assessment.

Student Learning Outcomes

After completing this course, educators will have the knowledge, skills and practical strategies to:

- Develop units of study and lesson plans using a backwards-design method and include diverse learning paths for all learners.

Readings

- “What Exactly Do ‘Fewer, Clearer, and Higher Standards’ Really Look Like in the Classroom?”

Unit 8: Epilogue

Unit Objectives

After completing this unit, educators will know:

- Their goals for planning instruction and aligning to the CCSS.

Student Learning Outcomes

After completing this course, educators will have the knowledge, skills and practical strategies to:

- Revisit learning goals and begin planning lessons and designing tasks aligned to the CCSS.

Readings

- “What Exactly Do ‘Fewer, Clearer, and Higher Standards’ Really Look Like in the Classroom?”



Methods of Instruction

- Videos (consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Quizzes (selected-response quizzes to assess understanding)
- Discussion forum (prompts that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- | | |
|---------------|-----|
| • Reflections | 25% |
| • Quizzes | 15% |
| • Midterm | 25% |
| • Final | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, midterm and final), including watching all videos and participating in all discussion forums. We do not award partial credit.





Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>



Midterm Exam:

To complete the midterm, you will:

- Develop a lesson plan which explains the key aspects of the Common Core State Standards for Mathematics (CCSS-M) to your students.
- Create a correspondence to communicate this information to families in order to introduce them to the CCSS-M.

Part A: Develop a Lesson Plan

Using the lesson plan template provided, create an **original** lesson plan that explains the purpose and foundations of the CCSS-M to your students. This lesson plan should include:

- Objectives ("Students will be able to...").
- Standards to be met.
- Opportunities and activities for students to interact and engage with the content standards for their grade level.
- Enough material and activities to cover an entire class period.

Part B: Create a Correspondence to Families

Create correspondence to the families of your students about the CCSS-M. This could be in the form of a letter, a one-page newsletter, or a detailed outline for an oral presentation. The purpose of this activity is to introduce families to the CCSS-M and inform them of the how the new standards are changing your teaching. Your original correspondence should include:

- A description of the CCSS-M initiative including information about the purpose and the foundation of the standards.
- Three main points addressing how the CCSS-M will change your approach to instruction.
- Three tips for families on how they can support their child's engagement with the CCSS-M (You may wish to consider some of the suggestions put forth by the *Council of the Great City Schools Parent Roadmap* for the grade level you teach at: <http://www.cgcs.org/Page/244>).

Remember:

- The family correspondence should be approximately one page in length (single-spaced, 12-pt font).
- Language should be family-friendly and as jargon-free as possible.
- You should write with an actual audience in mind. If you are a classroom teacher, please write for your students' families. If you are an administrator, please write for a specific audience (i.e. 6-8 grade teachers, literacy coaches, etc.).

When you've completed your midterm, upload your **Lesson Plan and Family Letter** for evaluation.



Midterm Rubric					
Assignment Component	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Score
Part A: Develop a Lesson Plan Created an original lesson plan explaining the CCSS-M to students.	Clearly demonstrated an understanding of the purpose and foundation of the standards and extensively and correctly applies course content.	Demonstrated general understanding of the purpose and foundation of the standards and correctly applies course content.	Demonstrated partial understanding of the purpose and foundation of the standards and superficially/incorrectly applies course content.	Demonstrated little to no understanding of the purpose and foundation of the standards and does not apply course content.	_____
Lesson plan included objectives, Standards, and opportunities for students to engage with the CCSS-M.	Lesson objectives, content standards, and engagement activities with the Standards are thoroughly displayed.	Lesson objectives, content standards, and engagement activities with the Standards are moderated displayed.	Lesson objectives, content standards, and engagement activities with the Standards are adequately displayed.	Lesson objectives, content standards, and engagement activities with are not apparent.	_____
Part B: Create Correspondence to Families Description of the CCSS-M with purpose and foundation of the standards.	Clearly demonstrates understanding of the purpose and foundation of the standards and extensively and correctly applies course content.	Demonstrates general understanding of the purpose and foundation of the standards and correctly applies course content.	Demonstrates partial understanding of the purpose and foundation of the standards and superficially/incorrectly applies course content.	Demonstrates Little to no understanding of the purpose and foundation of the standards and does not apply course content.	_____
3 main points addressing how the CCSS-M will change your approach to instruction.	3 main points of how the CCSS-M will impact the participant's instruction/work with a convincing rationale and support for this change clearly provided.	3 main points of how the CCSS-M will impact the participant's instruction/work with a rationale and support for this change mostly provided.	2-3 main points of how the CCSS-M will impact the participant's instruction/work with little/no rationale or support for this change somewhat provided.	3 main points with accompanying rationale and support not included.	_____
Tips for families on how they can	Clearly provides 3 relevant tips for	Provides 3 tips for families describing	Provides 3 or fewer tips that have	Provides tips with unclear description	_____



support their child's engagement with the CCSS-M.	families describing how they can support their child's engagement with the CCSS-M.	how they can support their child's engagement with the CCSS-M.	limited relevance and do not fully describe how families can support their child's engagement with the CCSS-M.	for how to support a child's engagement with the CCSS-M, or no tips are provided.	_____
Appropriateness for audience	The assignment addresses the identified audience with a friendly and positive tone and easy to understand language (no jargon).	The assignment addresses the identified audience with a positive tone and easy to understand language (little jargon).	The assignment addresses a general audience in the school and uses some jargon.	The assignment addresses a general audience and uses confusing language and jargon.	_____
Quality of writing	No grammatical errors or typos. Varied sentence structure. Paragraphs are clearly organized around ideas relevant to the main idea and fully developed.	Few grammatical errors or typos. Coherent sentence structure. Paragraphs are organized around ideas relevant to the main idea.	Distracting grammatical errors or typos. Awkward sentence structure. Relevance to main idea of supporting paragraphs is not always clear.	Plentiful grammatical errors or typos. Problematic sentence structure. No apparent paragraph organization.	_____
Total Score					_____



Final Exam

To complete the final project, you will:

- Develop a lesson based on the CCSS-M shifts and areas of emphasis for instructional practice.
- Reflect on your students' performance following the lesson.

Begin by accessing the following documents from the Resources tab:

- The CCSS Instructional Practice Guide for Mathematics worksheet you completed as part of your midterm.
- CCSS Mathematics Lesson Plan Template.

Part A: Develop a Lesson Plan

Develop an original lesson plan using the CCSS Mathematics Lesson Plan Template. This lesson plan should align with the CCSS-M content and practice standards and integrate the CCSS-M shifts. Specifically, the lesson should include the following components:

Teacher name and grade level:

1. Standards & Objectives

- **Content:** Identify one or more content standards for your grade level. Include one standard that's part of a "Major Cluster" for your grade level (as per the PARCC Model Content Framework for Mathematics, which you explored earlier in the course).
- **Practice:** Identify two Mathematical Practice standards (MPs) that support the content of the standard(s) being addressed.
- **Objectives:** List the specific learning objective(s) for this lesson (specific knowledge and skills that students will acquire by the end of this lesson using the "Students will be able to..." construction).

2. Task(s)

- Describe the mathematical task(s) students will perform.
- Provide the task (use the course resources as a model; you can re-contextualize for your classroom use).

3. Lesson Structure

- Describe how the lesson will be structured and all of the activities students will complete. Include some or all of the following plus any additional activities of your choosing: warm-up, independent work, group work, and debriefs.
- Include an explanation of how the activities align to the standards.
- Upload all supporting documents, including the mathematics task(s).

4. Instruction & Differentiation

- **Mathematical Practices:** Describe the kinds of instructional strategies you will use throughout the lesson to engage students in the chosen MPs.
- **Questioning Strategies:** Describe the kinds of questions you will ask students throughout the lesson to promote their thinking, discussion, and deep conceptual understanding.
- **Instructional Support:** Describe where you think your students will struggle. Explain the scaffolding you will provide.
- **Diverse Learners:** Explain how you will address the needs of diverse learners (i.e., students with disabilities, English Language Learners, advanced learners). Without using names,



describe at least one student or group of students who will need special attention. Explain what adaptations you will make to serve this student/group.

5. Assessment

- Formative and informal checks for understanding: Explain what questions you will ask to assess learning as the lesson unfolds.
- Assessments: Describe what formative assessments will be provided during class.
- Learning Indicators: Describe the kinds of evidence you will be looking for during the lesson to help you determine which students are meeting the learning objectives and which may need additional support/instruction following the lesson.

Part B: Reflect on Your Action Plan

Revisit the action plan detailed in your midterm.

- Describe its implementation and any results.
- Explain how your self-assessment has changed on the three indicators.
- Identify the next steps you will take for further improvement on each indicator.



Final Rubric

Assignment Component	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Score
<p>Part A: Develop a Lesson Plan</p> <p>Standards & Objectives</p>	<p>Content: Participant has listed standard(s) to which this lesson is clearly aligned, one of which is in PARCC major cluster for grade level.</p> <p>Practice: Participant has identified two MPs.</p> <p>Objectives: Participant has identified at least one clear learning objective that directly links to the language and emphasis of the CCSS-M this lesson is intended to address.</p>	<p>Content: Participant has listed standard(s) to which this lesson is aligned, one of which is in PARCC major cluster for grade level.</p> <p>Practice: Participant has identified two MPs.</p> <p>Objectives: Participant has identified at least one clear learning objective that is directly tied to the standards.</p>	<p>Content: Participant has listed standard(s) to which this lesson is aligned; standard(s) are either not included in PARCC major cluster or alignment to major cluster is not described.</p> <p>Practice: Participant has identified only one MP.</p> <p>Objectives: Participant has identified at least one clear learning objective, but it may not be directly tied to the standard(s).</p>	<p>Participant has not identified standard(s), MPs, or objectives for the lesson.</p> <p>OR</p> <p>Participant has provided minimal information without any reference to the standards.</p>	<hr/>
<p>Task(s)</p>	<p>Participant has provided and described the task(s) students will engage in during the lesson. Task(s) match a level 3 or 4 on the Cognitive Rigor Matrix; participant has clearly explained choice of cognitive demand level, along with how the choice of task(s) builds on prior learning and leads to future learning in terms of CCSS-M.</p>	<p>Participant has provided and described the task(s) students will engage in during the lesson. Task(s) match at least a level 2 on the Cognitive Rigor Matrix; participant has adequately explained choice of cognitive demand level.</p>	<p>Participant has provided and described the task(s) students will engage in during the lesson. Task(s) match a level 1 on Cognitive Rigor Matrix; explanation shows limited understanding of how to determine cognitive demand level.</p>	<p>Participant has not provided the task(s) or explanation of the task(s).</p>	<hr/>
<p>Lesson Structure</p>	<p>Participant has provided a clear and detailed structure for the lesson, including detailed description of all activities and format</p>	<p>Participant has provided a clear structure for the lesson, including a description of all activities and</p>	<p>Participant has provided lesson structure activities as a collection of activities without a clear, logical flow.</p>	<p>Participant has provided little to no description of lesson activities and/or lesson description is unclear and difficult</p>	<hr/>



	<p>(e.g., warm-up, group work, independent work, debrief, etc.), and including the ways that the structure has been designed to promote CCSS-M shifts, MPs, understanding, etc.</p> <p>Description includes a well-reasoned explanation of how/why activities align to standard(s).</p>	<p>format (e.g., warm-up, group work, independent work, debrief, etc.).</p> <p>Description includes explanation of how/why activities align to standard(s).</p>	<p>Description is minimal, with partial explanation of how activities align to standard(s).</p>	<p>to follow, without explanation.</p>	
<p>Instruction & Differentiation</p>	<p>Participant has provided all of the categories in “Proficient.”</p> <p>Additionally, explanations are detailed, make strong connections between instructional strategies and content/practice standards, and show how strategies are targeted to specific instructional or conceptual needs and/or student groups.</p>	<p>Mathematical Practices & Questioning: Participant has provided description of multiple instructional strategies, including questioning strategies that s/he will use throughout the lesson to engage students in Mathematical Practices, promote thinking and discussion, and foster deep conceptual understanding.</p> <p>Instructional Support: Participant has clearly described potential areas of student difficulty and strategies for scaffolding.</p> <p>Diverse Learners:</p>	<p>Participant has provided a strategy for only 2-3 of the categories (Mathematical Practices, Questioning, Instructional Support, Diverse Learners). Descriptions focus on identifying the strategy, without clear explanation of how the strategies promote understanding, discussion, support diverse learners, etc.</p>	<p>Participant has provided little to no description of instructional strategies to support lesson activities.</p>	



		Participant has described the needs of a particular group and specific instructional adaptations.			
Assessment	Participant has included and described multiple formative assessments, both formal and informal, throughout the lesson. Participant has also thoroughly described, in terms of the CCSS-M, the kinds of evidence s/he anticipates will help determine who is meeting learning objectives or not, with a thoughtful description of particular misconceptions that may arise and/or possible follow-up instructional strategies that may emerge from the lesson.	Participant has included and described multiple formative assessments, both formal and informal, throughout the lesson. Participant has also described, in terms of the CCSS-M, the kinds of evidence s/he anticipates will help determine who is meeting learning objectives or not, in terms of looking for conceptual understanding.	Participant has included and described at least one formative assessment for the lesson. Participant has described, in general terms without reference to the CCSS-M, the kinds of evidence s/he anticipates will help determine who is meeting learning objectives or not; description is general and may be limited to looking for accuracy rather than understanding.	Participant has not included formative assessment in the lesson, and/or the kinds of questions provided do not reflect formative assessment.	
Part B: Reflect on Your Action Plan	Participant has described progress on implementing his/her action plan (from the midterm), with multiple examples of the results. Description includes a detailed explanation, referring to course content, of how his/her self-assessment on 1-2 of the indicators has changed during the course. Participant has identified next steps for improvement on all three indicators, with	Participant has described progress on implementing his/her action plan (from the midterm), with at least one specific example of the results. Description includes how his/her self-assessment on at least one of the indicators has changed during	Participant has generally described progress on implementing his/her action plan (from the midterm), with no specific examples. Description includes a basic self-assessment of current practice on at least one of the indicators. Participant has identified next steps for	Participant may or may not have implemented action plan (from midterm). Self-assessment of practice and next steps are either not provided, or do not clearly link to action plan, or include little to no description.	



	additional detail on how the steps will further improve practice.	the course. Participant has identified next steps for improvement on all three indicators.	improvement on 1-2 indicators.		
Formal Issues	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>	_____
Total Score					_____