

McGraw-Hill

# My Math-Made For You

## *Preparing for the Next Generation Assessments*

### **Next Generation Assessments**

The primary goal of the Next Generation Assessments is to collect and measure evidence to support claims about student learning. Critical-thinking and problem-solving skills and the ability to communicate clearly are essential elements of these assessments.

Assessments developed by Smarter Balanced and PARRC (Partnership for Assessment of Readiness for College and Careers) will provide opportunities for students to respond to items written in a range of formats and to complete a series of performance tasks. Students will encounter a variety of items that could be categorized as selected response, constructed response, or extended response. Standards and concepts that cannot be assessed in this manner will be technologically enhanced or enabled, or be developed into performance tasks.

### **McGraw-Hill My Math Addresses Next Generation Assessments**

The authors of the *McGraw-Hill My Math* program feel that it is critical to involve students daily in opportunities to gain the required knowledge, skills, and abilities necessary for their success on the Next Generation Assessments and beyond. Although Next Generation Assessments will not be administered until Grade 3, equipping students in the primary years with the foundational skills that are critical for success on these assessments begins in kindergarten.

### **Daily Preparation**

Grades K-5 *McGraw-Hill My Math's* daily assessment preparation takes the form of student activities and teacher support to maximize student learning outcomes. The foundational pedagogy and language of Common Core State Standards, Mathematical Practices, and Depths of Knowledge is woven throughout both the student and teacher editions to ensure deeper understanding of concepts and the ability to apply them. Students are asked to respond to questions orally and in written form using clear mathematical language.

### **Developing Mathematical Language, Critical-Thinking and Problem-Solving Skills**

*My Math Words*, *My Vocabulary Cards*, and *Developing Vocabulary* activities strengthen students' abilities to acquire, understand, and apply mathematical language. Activities, such as *Explore and Explain*, *See and Show*, and *Talk Math*, allow K-2 students to explore and model with manipulatives and verbally communicate their reasoning. Features, such

as *Talk Math* and *Talk About It* encourage collaborative conversation among students in the older grades as well.

Development of written mathematical language begins with simple writing or drawings and progresses to constructed and extended responses by Grade 2 as students respond to *Write About It*. Grades 3-5 students are asked to analyze, interpret, explain, reason, and justify conclusions with extended responses through features, such as *Write About It*, *Reflect and Clarify*, and *Building on the Essential Question*.

*Independent Practice/On My Own* and *Problem Solving* pages and *Problem-Solving Investigations* provide daily opportunities for all students to solve real-world problems and then show and write about *how* they solved it.

*Problem of the Day* and *Higher Order Thinking (HOT)* problems in Grades 1-5 help build critical thinking-skills through the application and coalition of mathematical concepts in constructed and extended written responses.

### **English Language Learners**

English language learners are supported through a variety of instructional strategies that provide vocabulary support with a focus on the study of cognates of mathematical terms. Additionally, anchor charts and sentence stems provide the frameworks needed to emphasize the oral and written language needed for English language learners to be successful.

### **Mathematical Practices and Teacher Support**

The questioning techniques written for the teacher support are infused with Common Core Mathematical Practices which encourage the development of students' mathematical habits of mind. *Problem of the Day*, *Investigate and Model the Math*, *Math in My World* examples, *Guided Practice*, and *Problem-Solving* pages allow student-teacher dialogue in which reasoning is continually reflected upon.

### **Daily Informal Formative Assessment**

Two daily *Formative Assessment* prompts used to inform instruction immediately follow each lesson and homework. These informal concept checks reinforce the use of appropriate mathematical language when students are asked to explain to a partner, discuss, *Talk Math*, *Pair Share*, *Question*, *Summarize*, or *Paraphrase*, do an *Exit Slip*, *Quick Write*, *One Minute Essay*, or *Error Analysis* with extended responses. A *Test Practice* selected response question within the *Homework*, *Check My Progress*, and *Review* pages, allows students to recall and make connections to prior knowledge.

## eAssessment

This digital tool allows teachers to customize online and printable assessments that cover all CCS standards and *McGraw-Hill My Math* lessons. With the move to online assessment requirements for the next generation of assessment, students will need to be able to navigate tests online in various formats. Students and teachers can take a step in that direction with eAssessment since all assessments available in print are also accessible online. There are question sets in a variety of formats, such as selected response, constructed response, and multi-step problems, for each chapter. Teachers have the ability to create online assignments and run a variety of reports, such as individual and class reports, for their evaluation needs. Questions are also translated into Spanish.

## Performance Tasks

Four performance tasks designed for each grade level prepare students for the tasks they will be required to complete as part of more rigorous assessments. Students will need to become involved in a real-world situation with multiple parts. They will need to apply their critical-thinking and problem-solving skills to answer the given prompts.

The depth of student understanding will be demonstrated by their ability to solve multi-step problems through the assimilation of mastered concepts. Students will choose learned strategies to plan and execute a solution for each step in the task. They will be required to form conclusions, make decisions, and express the rationale behind their thoughts. Performance tasks may also be used as a summative assessment.

## Diagnostic, Formative, and Summative Assessments

The chart below details the various formal assessments available in the *McGraw-Hill My Math* program. Information provided in the chart outlines the purpose and format of each assessment, as well as the test-taking skills being developed.

Assessment	Purpose	What is Included	Format Print Digital eAssessment	Test Taking Skills
<b>Chapter Diagnostic Test</b> (Assessment Masters) Grades K, 1, 2, 3, 4, 5	<b>Formative</b> To assess students' prior knowledge required before beginning a chapter  To provide a starting point for the teacher in presenting the CCS Standard(s) addressed in the chapter	Short constructed response questions assessing prerequisite skills	<b>Print</b> Assessment Masters  <b>Digital</b> Assessment Masters  <b>eAssessment</b> Available online for customization with print option	<b>Provides students with:</b> <ul style="list-style-type: none"><li>• opportunities to communicate knowledge through written responses</li><li>• practice of listening skills and following auditory or written directions, as well as written response such as: simple drawings, symbols, and numerals for younger students.</li></ul>

<p><b>Chapter Pretest</b> (Assessment Masters) Grades K, 1, 2, 3, 4, 5</p>	<p><b>Formative</b> To assess students' knowledge of the concepts in the chapter in order to inform instruction for those students who are proficient with the concepts about to be taught.</p>	<p>Short constructed response questions assessing the skills that will be taught in the chapter</p>	<p><b>Print</b> Assessment Masters</p> <p><b>Digital</b> Assessment Masters</p> <p><b>eAssessment</b> Available online for customization with print option</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>• opportunities to communicate knowledge through written responses</li> <li>• practice in navigating test items</li> <li>• practice of listening skills and following auditory or written directions for younger students.</li> </ul>
<p><b>Am I Ready?</b> (Student Edition and Assessment Masters) Grades K, 1, 2, 3, 4, 5</p>	<p><b>Formative</b> To assess readiness to begin a new chapter</p> <p>To assist teachers in diagnosing and prescribing instruction (see Teacher Edition) to increase students' success in obtaining skills and knowledge set forth in the CCSS</p>	<ul style="list-style-type: none"> <li>• Short constructed response questions on pre-requisite skills from the previous grade and/or from prior chapters.</li> <li>• Assessment Masters for Review, Practice, and Apply (Extended Response Problem Solving) dependent upon SE assessment results.</li> </ul>	<p><b>Print</b> -Student Edition and -Assessment Masters Worksheets</p> <p><b>Digital</b> -Student eBook -Worksheets from Assessment Masters</p> <p><b>eAssessment</b> -PDF for Grade K -Question set for Grades 1-5</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>• opportunities to communicate knowledge through written responses</li> <li>• practice in navigating test items</li> <li>• practice of listening skills and following auditory or written directions for younger students.</li> </ul>
<p><b>Common Core Quick Check</b> (connectED) Grades 1, 2, 3, 4, 5</p>	<p><b>Formative</b> To allow students to express their knowledge of previous lesson's content and skills in order to assess mastery and guide teacher instruction</p>	<ul style="list-style-type: none"> <li>• Questions assessing skills from previous lesson</li> <li>• Selected response question labeled "Test Practice".</li> <li>• It does not reflect any particular test.</li> </ul>	<p><b>Digital</b> -Lesson Presentation -Printable PDF</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>• practice following written directions</li> <li>• opportunities to recall and communicate the CCSS content</li> <li>• exposure to and familiarity with "TEST PRACTICE" items</li> <li>• practice in considering all information presented in order to answer the problem</li> </ul>
<p><b>Formative Assessment Prompts</b> (Teacher Edition) Grades K, 1, 2, 3, 4, 5</p>	<p><b>Formative</b> To allow students to verbalize, write, or otherwise physically demonstrate their understanding of lesson content</p> <p>To assess progress at different points in the lesson to inform instruction</p>	<p>A variety of questions or extended response questions, tasks, and/or activities, used to demonstrate student performance, e.g. Think-Pair-Share, Talk Math, Ticket Out the Door/Exit</p>	<p><b>Print</b> Teacher Edition in each lesson</p> <p><b>Digital</b> Plan and Present Tab of Teacher Center</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>• opportunities to recall and communicate the content learned in the lesson</li> <li>• opportunities to demonstrate their knowledge through a variety of modalities and expressions</li> <li>• opportunities to practice collaboration skills to solve a problem and deliver an answer</li> <li>• opportunities to sharpen vocabulary</li> </ul>

		Slip, Journal Writing, Thumbs Up, Interviews, Self-Assessment, Quick Draw, Line Up, Quick Write, Response Cards, 3-2-1 Strategy Form, Observation, Active Response)		usage and understanding <ul style="list-style-type: none"> <li>• practice using critical thinking skills needed to solve problems</li> <li>• opportunities to explain their answers and justify thinking</li> </ul>
<b>Check My Progress</b> (Student Edition and Assessment Masters) <b>Grades K, 1, 2, 3, 4, 5</b>	<b>Formative or Summative</b> To allow students to draw, match, circle, or write answers to show their understanding of lesson content  To assess mastery at a midpoint in the chapter which informs teachers' instruction	<ul style="list-style-type: none"> <li>• Short constructed response questions assess Skill and Problem Solving exercises</li> <li>• Parallel assessment in Assessment Masters</li> <li>• Vocabulary</li> </ul>	<b>Print</b> -Student Edition -Assessment Masters  <b>Digital</b> -Assessment Masters  <b>eAssessment</b> -Available online for customization with print option -Online test available for reporting	<b>Provides students with:</b> <ul style="list-style-type: none"> <li>• opportunities to recall and express content learned in the lesson</li> <li>• opportunities to communicate knowledge through written responses</li> <li>• practice in navigating test items</li> <li>• vocabulary reinforcement when justifying reasoning</li> </ul>
<b>My Review &amp; Reflect</b> (Student Edition) <b>Grades K, 1, 2, 3, 4, 5</b>	<b>Formative</b> To self-assess what students have learned in the chapter  To assist teachers in determining the progression of content to be taught	<ul style="list-style-type: none"> <li>• Selected response and/or constructed response questions on chapter vocabulary</li> <li>• Skills and problem solving questions</li> <li>• Graphic organizer to summarize learning in the form of extended responses</li> </ul>	<b>Print</b> Student Edition  <b>eAssessment</b> Available online for customization with print option	<b>Provides students with:</b> <ul style="list-style-type: none"> <li>• opportunities to recall and communicate the content learned in the lesson</li> <li>• opportunities for integration and implementation of several concepts or strategies</li> <li>• practice in navigating test items and recording answers in multiple ways</li> <li>• practice in listening skills and following auditory or written directions for younger students</li> </ul>
<b>Fluency Practice</b> (Student Edition and connectED) <b>Grades K, 1, 2, 3, 4, 5</b>	<b>Formative</b> To gauge student fluency in the basic operations through student performance on recall of basic facts outline in the CCSS fluency standards	<b>Fluency Assessments</b> <ul style="list-style-type: none"> <li>• Grade K: 36 assessments</li> <li>• Grade 1: 40 assessments</li> <li>• Grade 2: 71 assessments</li> <li>• Grade 3: 47 assessments</li> </ul>	<b>Print</b> Fluency Practice pages  <b>Digital</b> Program Resources	Affords students the opportunity to quickly recall facts and become comfortable with operations that lead to accurate calculations when solving problems

		<ul style="list-style-type: none"> <li>• Grade 4: 26 assessments</li> <li>• Grade 5: 10 assessments</li> </ul>		
<b>Chapter Tests</b> (Assessment Masters) Grades K, 1, 2, 3, 4, 5	<b>Summative</b> To monitor comprehension for skills taught in a chapter  To assist teachers in assessing students' knowledge through a variety of test items  To afford students the opportunity to express their knowledge in a way most conducive to their learning style	Two parallel forms of each chapter test <ul style="list-style-type: none"> <li>• Forms 1A, 1B selected response</li> <li>• Forms 2A, 2B selected response and short constructed response</li> <li>• Forms 3A, 3B short constructed response</li> <li>• Standardized Test Practice selected response Gr K-5</li> <li>• Oral Assessment Grades K-5</li> <li>• Listening Assessment Grades K-2</li> <li>• Vocabulary Test Grades 1-5</li> </ul>	<b>Print</b> Assessment Masters  <b>Digital</b> Assessment Masters  <b>eAssessment</b> Available online for customization with print option  Online test available for reporting	<b>Provides students with:</b> <ul style="list-style-type: none"> <li>• opportunities to communicate knowledge and skills through multiple modalities, methods of delivery, and standardized test taking formats within a given learning style</li> <li>• practice in listening skills and following auditory or written directions</li> <li>• vocabulary attentiveness needed for successful test taking</li> </ul>
<b>Extended Response Tests</b> (Assessment Masters) Grades 3, 4, 5	<b>Summative</b> To monitor comprehension for skills taught in a chapter	Extended response questions similar to performance tasks that require explanation and a demonstration of work and comprehension	<b>Print</b> Assessment Masters  <b>Digital</b> Assessment Masters  <b>eAssessment</b>	<b>Provides students with:</b> <ul style="list-style-type: none"> <li>• opportunities to communicate knowledge and skills through multiple modalities, methods of delivery, and standardized test taking formats</li> <li>• practice in listening skills and following auditory or written directions</li> <li>• opportunities to recall and communicate the content learned in CCSS</li> <li>• practice in navigating test items and recording answers</li> </ul>

<p><b>Benchmark Tests</b> (Assessment Masters) Grades K, 1, 2, 3, 4, 5</p>	<p><b>Formative or Summative</b> To assess cumulative content of several chapters</p> <p>To provide teachers and students with a record of mastered CCSS content as evidence of growth and to inform instruction</p>	<ul style="list-style-type: none"> <li>Selected Response format</li> <li>4 tests per grade level</li> </ul>	<p><b>Print</b> Assessment Masters</p> <p><b>Digital</b> Assessment Masters</p> <p><b>eAssessment</b> Available online for customization with print option</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>opportunities to communicate knowledge and skills through multiple modalities, methods of delivery, and standardized test taking formats</li> <li>practice in listening and following auditory or written directions</li> <li>opportunities to recall and communicate the CCSS content</li> <li>practice in navigating test items and recording answers</li> </ul>
<p><b>Anytime Assessment</b> (eAssessment) Grades K, 1, 2, 3, 4, 5</p>	<p><b>Formative or Summative</b> To assess either in formative or summative format, any amount of knowledge</p> <p>To provide documentation of student performance</p> <p>To customize assessments that measure the mastered as well as the challenged areas in students' knowledge</p>	<ul style="list-style-type: none"> <li>Print or online assessment</li> <li>Selected response and short constructed response</li> <li>Ability to generate numerous problems of same format</li> <li>Automatic answer keys</li> <li>Online grading of selected response questions</li> <li>Fully customized assessment or worksheets</li> </ul>	<p><b>eAssessment</b> Available online for customization with print option</p> <p>Online test available for reporting</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>practice in following written directions</li> <li>opportunities to recall and communicate CCSS content</li> <li>opportunities to communicate knowledge and skills through multiple modalities, methods of delivery, and standardized test taking formats</li> </ul>
<p><b>McGraw-Hill Diagnostic and Placement Tests</b> (K-Algebra 2)</p>	<p>To assess grade placement in mathematics</p>	<ul style="list-style-type: none"> <li>Selected response questions and prescribed placement according to performance</li> </ul>	<p><b>Digital</b> PDFs of booklet</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>opportunities to communicate knowledge and skills through multiple modalities, methods of delivery, and standardized test taking formats</li> <li>practice in following auditory or written directions</li> <li>opportunities to recall and record knowledge</li> <li>practice in navigating test items and recording answers</li> </ul>
<p><b>Performance Tasks</b> Grades K, 1, 2, 3, 4, 5</p>	<p><b>Summative</b> To provide students the experience in solving real-world situations using critical thinking,</p>	<ul style="list-style-type: none"> <li>Teacher support</li> <li>Scoring rubric</li> <li>Performance task masters</li> </ul>	<p><b>Print</b> Black line masters Book</p> <p><b>Digital</b> PDFs of booklet</p>	<p><b>Provides students with:</b></p> <ul style="list-style-type: none"> <li>opportunities to recall and communicate the lesson content</li> <li>opportunities to express their knowledge through a variety of modalities and expressions</li> </ul>

	communication, and problem solving processes used to answer given prompts.			<ul style="list-style-type: none"><li>• opportunities to practice collaboration skills to solve a problem and deliver an answer</li><li>• opportunities to sharpen vocabulary usage and understanding</li><li>• practice using critical thinking skills needed to solve problems</li><li>• opportunities to explain their answers and justify thinking</li></ul>
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