



INTERACTIVE MATH MUSEUM MATH TOWN

USING THE FLORIDA STANDARDS & TEST ITEM SPECIFICATIONS
TO INCREASE MASTERY & ENGAGEMENT

AHOY FROM CAPTAIN WRIGHT

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QUIZ-QUIZ-TRADE

- Each student receives one card (problem on front, answer on back).
- Students STAND-UP, HAND-UP, & PAIR-UP.
- First student quizzes the other student and checks answer.
- The second student quizzes the first student and checks answer.
- Students TRADE cards and find a new partner.

PURPOSE: STANDARD BASED CENTERS

2013-2014

- NGSS - CCSS - MAFS
- Too many standards and not enough time
- Target the NGSS while instructing the CCSS

2014-2015

- Target low achievement standards after progress monitoring
- Build knowledge of new MAFS
- Practice procedural skills according to the Test Item Specifications

DISTRICT PERSPECTIVE

- Began the school year with new Go Math! CCSS resources and followed their pacing guide
- Adjusted pacing guide by October to cover the tested CCSS and added in the tested NGSS before FCAT
- Teachers were behind on the new pacing guides by Thanksgiving
- Too many standards to cover with direct instruction
- NGSS progress monitoring showed low achievement on baseline 1 and 2
- Districtwide collaboration (MCC) found need for standard based instruction
- Woodlawn Elementary developed a plan to continue direct instruction on tested CCSS and hit tested NGSS in centers during a scheduled math lab time
- Math Town was born!

TEST ITEM SPECIFICATIONS

Updated Drafts

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

Content

- Limits
- Response Mechanisms
- Context
- Sample Items

CORRELATION TO THE MAFS

- Each center chart has a red, blue, and green box.
 - Red- Approaching Standard
 - Blue- Standard
 - Green- Beyond the Standard
- Questions include several of the assessment question formats
- Wording correlates to sample question stems

NOTE: Centers help build PROCEDURAL understanding to be supplemented with conceptual understanding instruction.

STANDARD BASED CENTERS

Materials...

- Center Worksheet
- Plastic cover
- Dry Erase Marker
- Test Item Specs

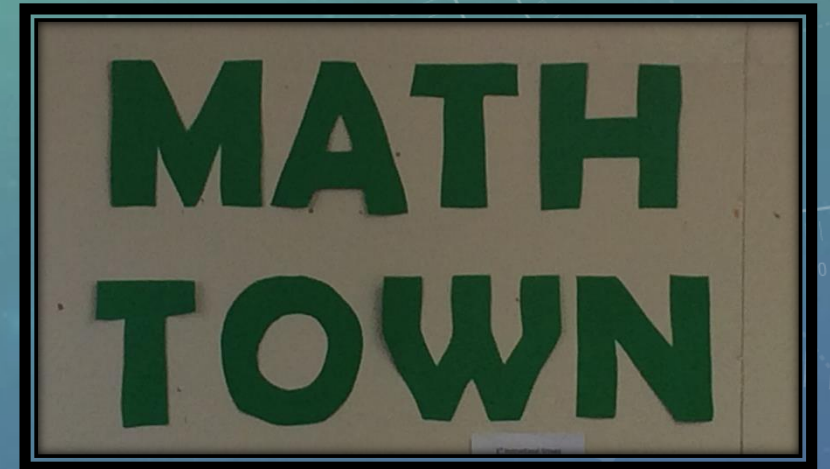
Create a center using the materials on your table.

Make sure you refer to the Test Item Specs for clarification.

WELCOME TO MATH TOWN!

Businesses in Math Town

- Bits & Pieces Café (Numbers & Base Ten- Fractions)
- Decimal Mart (Numbers & Base Ten (Decimals))
- 1st National Bank (Numbers & Base Ten)
- City Hall Department of Research & Development (Measurement & Data)
- Geo Construction Company (Geometry)
- O & A Post Office (Operations & Algebraic Thinking)



MATH TOWN BASICS

- Students are grouped into heterogeneous center groups (high, medium, & below)
- Students work at their specified color at each center independently.
- If student needs coaching:
 - 1st Step: Ask a teammate
 - 2nd Step: Raise hand for teacher
- Students use the “I’m DONE” signal and teacher checks. That student serves as the checker for the rest of the group.
- Students then rotate to the next center and repeat steps.

AUTHENTIC ASSESSMENT

Formative Assessment:

- Teacher observation of students manipulating test item specification questions stems
- Student's Math Town answer guide

Summative Assessment:

- On final day of Math Town rotation...
 - Teacher can assign a standard to assess students on
 - Students can self-select assessment based on the center they felt the most successful at

NEXT STEPS FOR MATH TOWN

- Performance Task style questions fitting the real world application theme of each station.
- For example:
 - Bits & Pieces Café Sample Question

“Raul and Rosa own a Pizzeria in which they pre-cook two small pizzas, two medium pizzas, and two large pizzas. The small pizza has 6 slices, the medium pizza has 8 slices, and the large pizza has 10 slices. If Raul and Rosa sold $\frac{3}{4}$ of their small pizza slices, $\frac{3}{8}$ of their medium pizza slices, and $\frac{6}{10}$ of their large pizza slices, how many slices of pizza do they have left over in all!”
- Students will be encouraged to draw models, use real-world manipulatives, and/or apply strategies that they know to help them solve the problems.

FIRST LOOK RESULTS

5th Grade Woodlawn Elementary

5th Grade	Baseline 1				Baseline 2				Baseline 3			
Woodlawn Elementary	65%	23%	6%	6%	63%	25%	8%	4%	18%	22%	56%	4%
District	65%	20%	5%	9%	68%	21%	6%	5%	24%	33%	38%	4%

