# PLC #1 Equality Baseline Assessment Data Discussion Sheet

**Use the data in your recording sheets and the recording sheets of other teachers to discuss the following questions. You might comment on some specific samples of the student work.**

1. Where did students **perform the best**? Was this similar or different than other rooms? What might be causing the similarities or differences?

2. Where did students **not do as well as you were expecting**? Was this similar or different among various rooms? What might be causing the similarities or differences? Do other items shed any light on these items?

3**. Contrast the data for item #2**: 8 + 4 = ☐ + 5 **and item #5** which is actually the same problem but built off of the context of soccer teams with the same number of players.

- Did students score nearly the same or differently on these two items? Did that change by room?
- Was there a common wrong answer for #2?
- What kind of thinking seemed prevalent among students for problem #5, especially if they gave the correct answer? If students did not solve it with an equation like the one in #2 (often the case), what equation(s) did they use?

4. **For item #1 what kinds of explanations were given** by those who thought the equation was true vs. those who thought it was false. What thinking was shared for any "true but" responses?

5. Were there **other items whose results or student reactions to the item surprised or intrigued** you?

6. What does this suggest may need **more emphasis** in your instruction or places in your new curriculum where you need to emphasize some equality ideas more prominently?

# PLC #2 Discussion of Instructional Strategies and Interviews

**Bring Recording Sheets from the Equality Interviews with students.**

## Possible Strategies from PD session to discuss at this session:

- using the "same as" phrasing for the equal sign – okay to use "equal" also but incorporating "same as" frequently
- using true and false sentences or open number sentences as a warm up to math, morning meeting task, closure to math class, when working with equations in a lesson
- constructing equation chains
- using the idea of balance
- using = and ≠
- using the "goes to" arrow when students are tracking their computational strings but not all expressions are equivalent to each other
- using a variety of formats when writing equations and being sure students see them as true equations
- playing Equal # or Krypto

## Discussion Ideas for Instructional Strategies:

1. How are you and the students reacting to the strategy?

2. How are you actually fitting it a particular strategy?

3. Check out your teacher manuals for places where you can incorporate the instructional strategies. Make notes on post it notes or just write in manuals as a reminder to incorporate those strategies.

## Discussion Ideas for Student Interviews:

1. What things from your interviews affirm what you are already doing with your students?

2. What surprises, insights or concerns came out of interviewing students?

3. Based on the sample of students you interviewed and heard about from other teachers, where might the curriculum at your grade level help or what instructional strategies might we use to work with our students in the next few weeks?

4. How has the PLC experience been helpful? Do you have suggestions for improving it for the next series of PLC sessions? (You could do this as a quick discussion or have a short form for each person to fill out.)

***REMINDER: Give the summative Assessment before the next whole day PD Session. Record results on the recording sheets and bring the recording sheets and student work to the next PD session.***