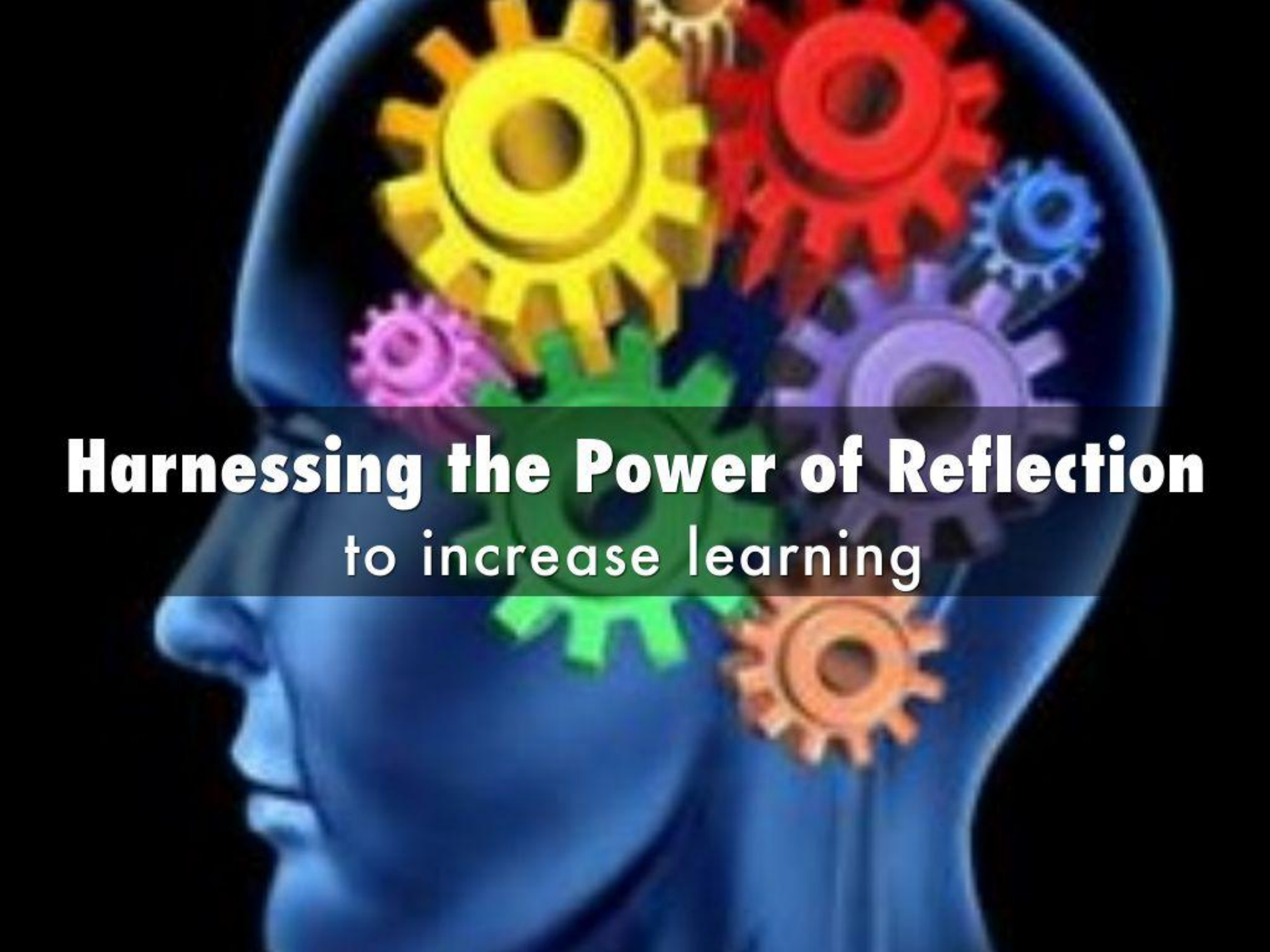
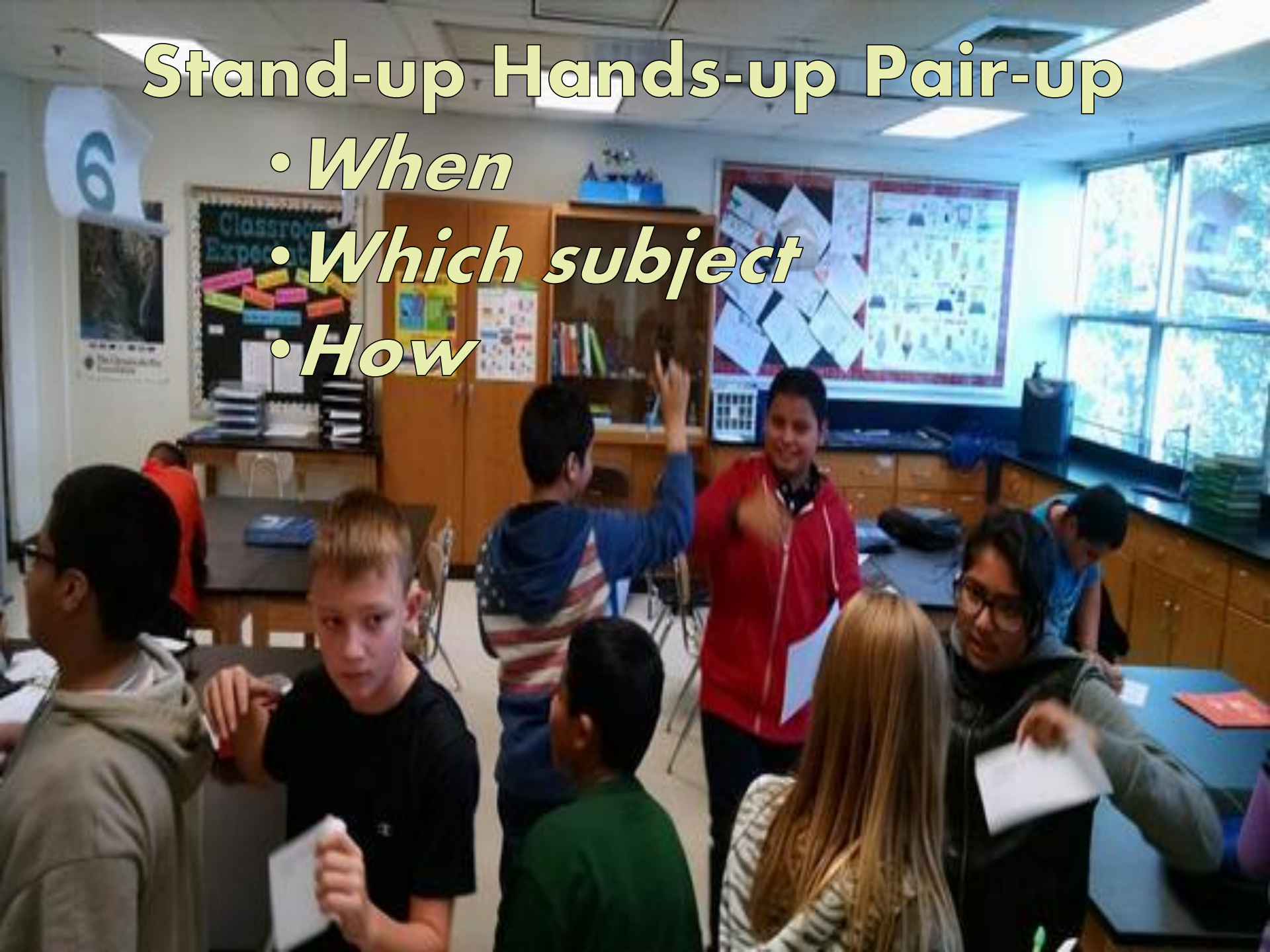

Harnessing the Power of Reflection
to increase learning


Stand-up Hands-up Pair-up
When
Which subject
How

Rachel Manjarres

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Woodridge Elementary District

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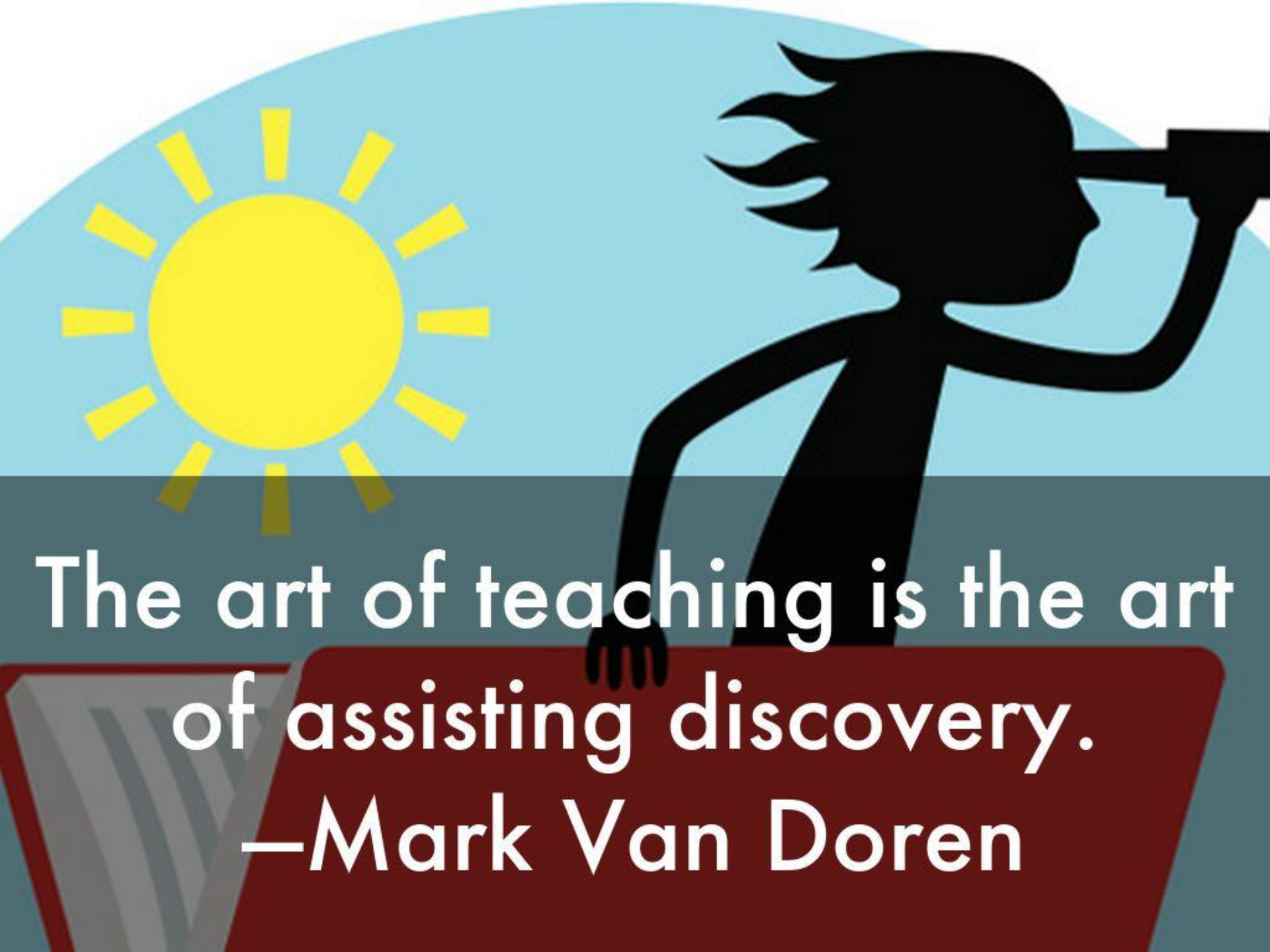
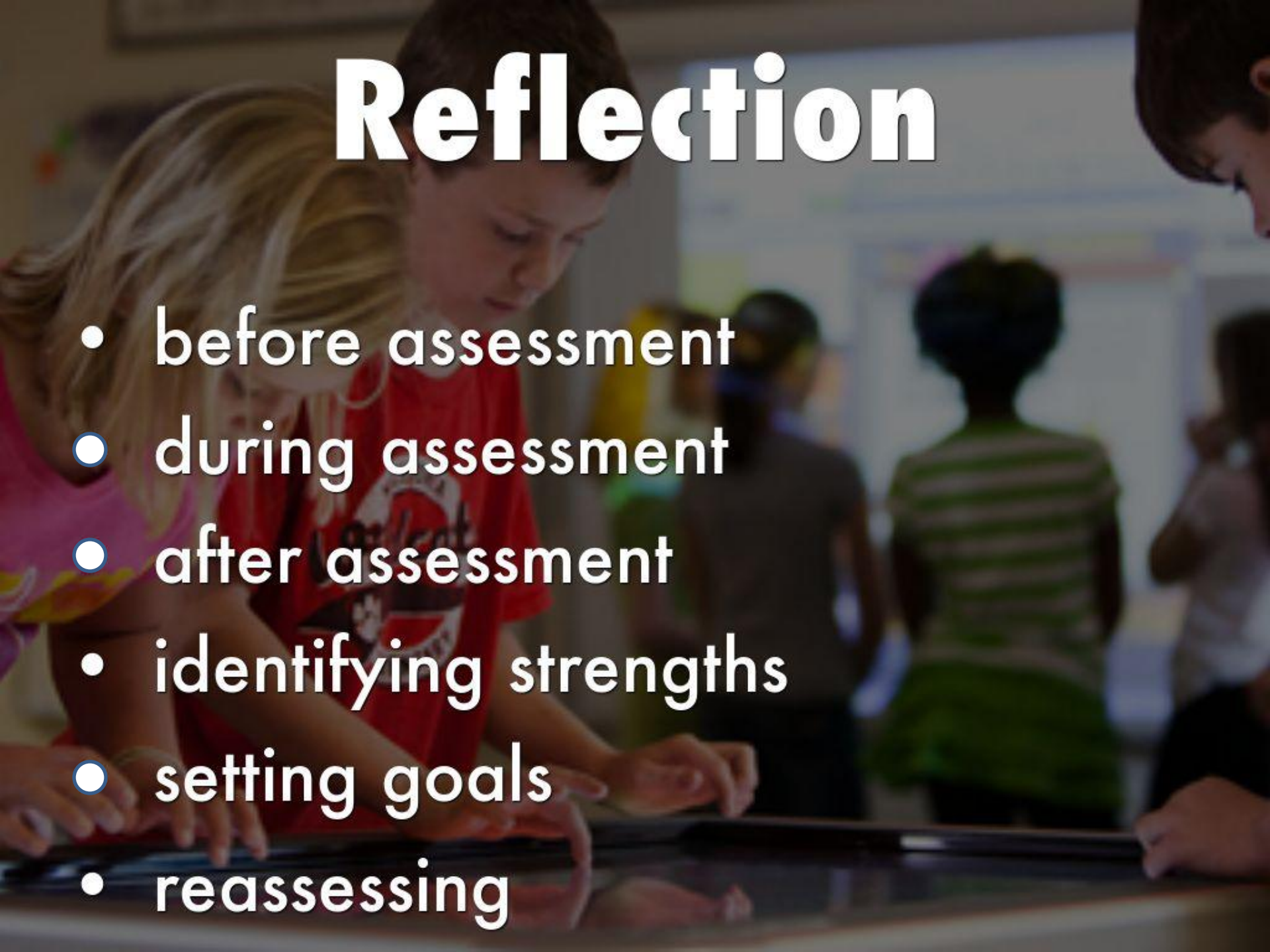

The art of teaching is the art of assisting discovery.
—Mark Van Doren

A defining condition of being human is that we have to understand the meaning of our experience.
—Jack Mezirow



Reflection

- before assessment
- during assessment
- after assessment
- identifying strengths
- setting goals
- reassessing

3rd Grade Unit 2 Relating Multiplication & Division
Student Assessment Reflection and Goal Setting

Name: _____

Pre-Assessment Score _____ Post Assessment Score _____ Retake Score _____

Directions:

- Before you turn in your test, please look at each problem and learning target. Place a check in the appropriate box:
  * I am sure of my answer. * I am not sure of my answer.
- After your teacher has graded your test, mark if each answer was correct or incorrect and decide why:
  * simple mistake * vocabulary mistake (didn't understand a word, misread question, etc.) * something you need to study more.
- After completing the table below, please set learning goals for the buffer week.
- After the Retake, mark with a highlighter in the "Right" column questions that you initially answered wrong and now can answer correctly.

		Before turning in the Test Choose One		After the test Choose One		If you choose incorrect, decide why it was wrong.		
Item	Learning Target	Sure of my answer	Not sure of my answer	Right	Incorrect	Simple Mistake	Vocabulary Mistake	I don't understand the problem yet.
1	I can multiply a one-digit number by a multiple of 10.							
2	I can use the properties of multiplication and division.							
3	I can use the properties of multiplication and division.							
4	I can use the properties of multiplication and division.							
5	I can use the properties of multiplication and division.							
6	I can use the properties of multiplication and division.							
7	I can use the properties of multiplication and division.							
8	I can multiply and divide to solve word problems.							
9	I can multiply and divide to solve word problems.							
10	I can multiply and divide to solve word problems.							

		Before turning in the Test Choose One		After the test Choose One		If you choose incorrect, decide why it was wrong.		
		Sure of my answer	Not sure of my answer	Right	Incorrect	Simple Mistake	Vocabulary Mistake	I don't understand the problem yet.
11	I can multiply and divide to solve word problems.							
12	I can multiply and divide to solve word problems.							
13	I can multiply and divide to solve word problems.							
14	I can multiply and divide to solve word problems.							
15	I can find the area of a rectangle with whole-number side lengths by tiling it							
16	I can find the area of a rectangle with whole-number side lengths by tiling it							
17	I can use area models to represent the distributive property in mathematical reasoning.							
18	I can use area models to represent the distributive property in mathematical reasoning.							
19	I can use area models to represent the distributive property in mathematical reasoning.							

Student Goal Setting

- *Targets I'm confident I know ...*
  - I can multiply a one-digit number by a multiple of 10.
  - I can use the properties of multiplication and division.
  - I can multiply and divide to solve word problems.
  - I can find the area of a rectangle with whole-number side lengths by tiling it
  - I can use area models to represent the distributive property in mathematical reasoning.

- *Targets I am still working on....*
  - I can multiply a one-digit number by a multiple of 10.
  - I can use the properties of multiplication and division.
  - I can multiply and divide to solve word problems.
  - I can find the area of a rectangle with whole-number side lengths by tiling it
  - I can use area models to represent the distributive property in mathematical reasoning.

- *My learning goal for the coming week:*

- *To accomplish my goal, I will...*

Name_____

Math: Unit 2: Relate Multiplication and Division

Pretest_____ 1st attempt-Posttest _____ Final Grade-Posttest _____

- I can multiply a one-digit number by a multiple of 10.
- I can use the properties of multiplication and division.
- I can multiply and divide to solve word problems.
- I can find the area of a rectangle with whole number side lengths by tiling it. (Counting squares)
- I can use area models to represent the distributive property in mathematical reasoning.
- I can find the missing side length of a rectangle.

In Unit 2, what target are you confident you have learned?

_____

_____

_____

_____

_____

In Unit 2, what target are you still working on?

_____

_____

_____

_____

_____

I can count within 1000, skip-count by 5s, 10s, and 100s.

1. Study and finish the sequence by skip counting by 5s, 10s, or 100s.

a. 32, 37, 42, 47, _____, _____, _____, _____ 

b. 68, 78, _____, _____, _____, _____ 

c. 256, 356, _____, _____, _____, _____ 

d. 472, 572, _____, _____, _____, _____ 

I can order numbers based on their value.

2. Order the following numbers from least to greatest value in numeral form.

537 839 548 _____, _____, _____ 

3. Order the following numbers from greatest to least value in numeral form.

675 768 764 _____, _____, _____ 

2nd Grade Extending Place Value Unit Student Assessment Reflection and Goal Setting

Name: _____

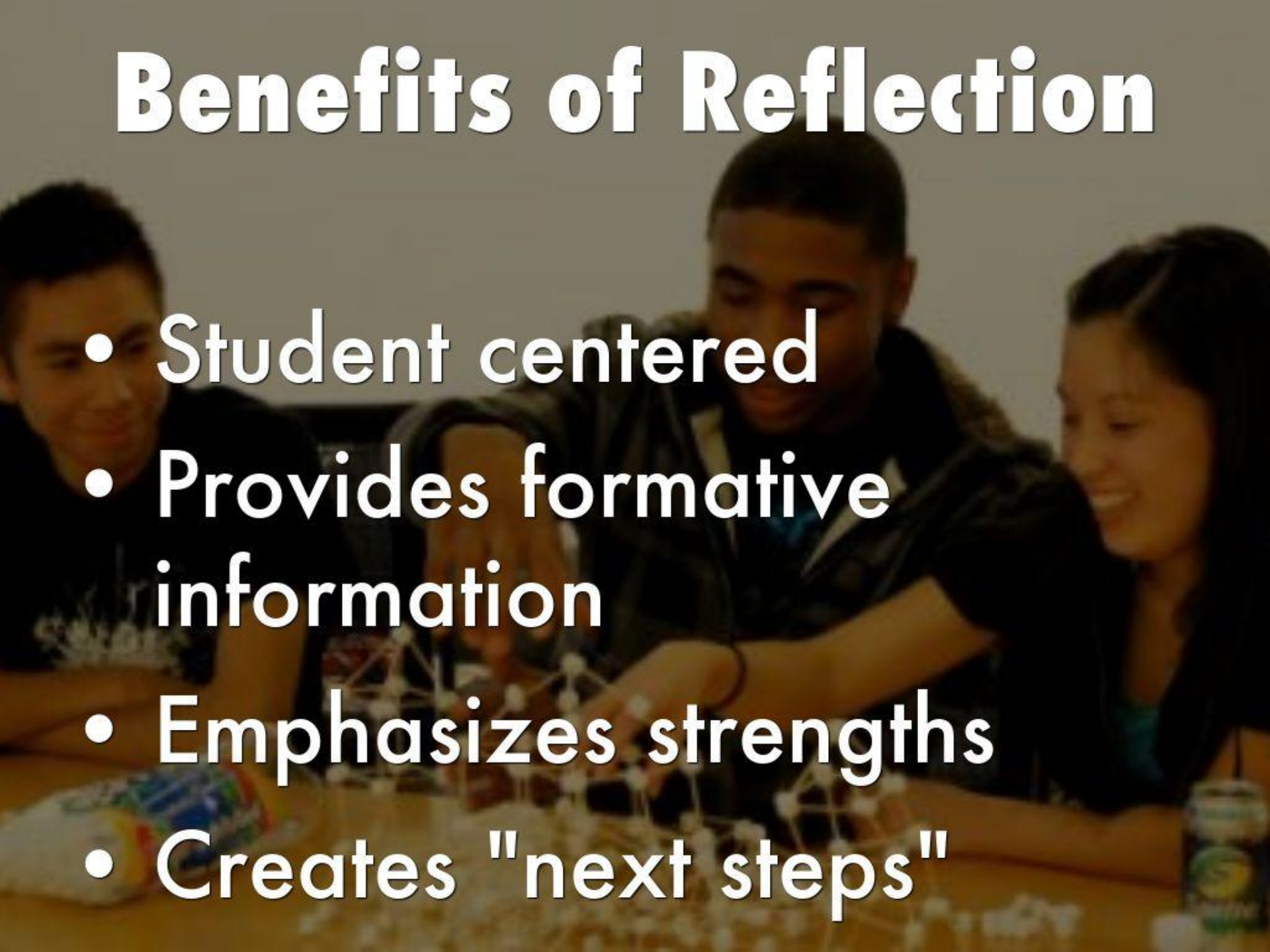
Pre-Assessment Score _____ **Post Assessment Score** _____ **Retake Score** _____

Directions:

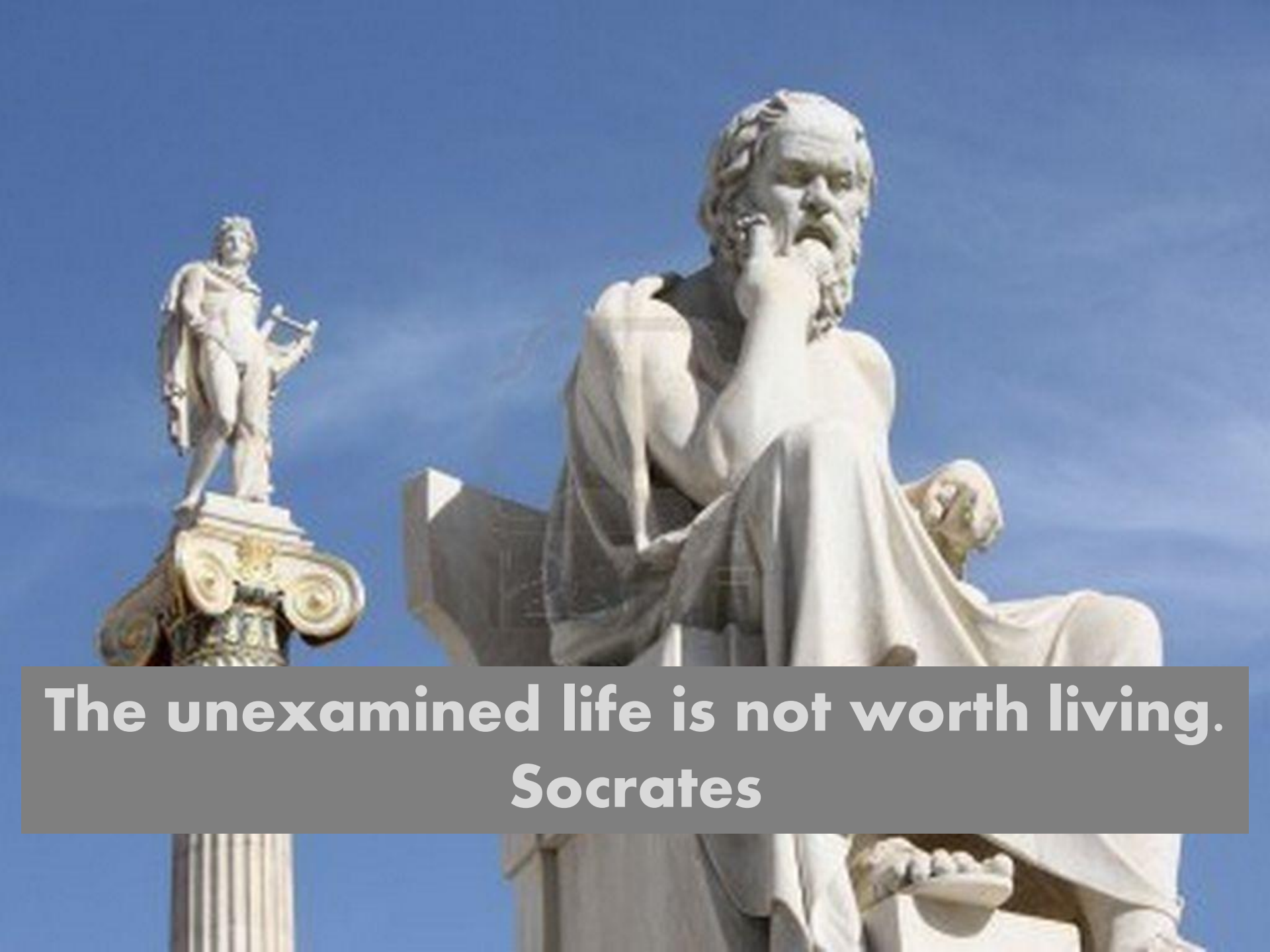
- Before you turn in your test, please look at each problem and learning target. Place a check in the appropriate box:
  * I am sure of my answer. * I am **not sure** of my answer.
- After your teacher has graded your test, mark if each answer was correct or incorrect and decide why:
  * simple mistake * vocabulary mistake (didn't understand a word, misread question, etc.) * something you need to study more.
- After completing the table below, please set learning goals for the buffer week.
- After the Retake, mark with a highlighter in the "Right" column questions that you initially answered wrong and now can answer correctly.

		Before turning in the Test Choose One		**After the test Choose One**		**If you chose incorrect, decide why it was wrong.**	
	Learning Target	Sure of my answer 	**Not sure** of my answer 	Right 	Incorrect 	Simple Mistake	I don't understand the problem yet
1a	*I can count within 1000, skip-count by 5s, 10s, and 100s.*						
1b	*I can count within 1000, skip-count by 5s, 10s, and 100s.*						
1c	*I can count within 1000, skip-count by 5s, 10s, and 100s.*						
1d	*I can count within 1000, skip-count by 5s, 10s, and 100s.*						
2	*I can order numbers based on their value.*						
3	*I can order numbers based on their value.*						
4a	*I can compare numbers using math symbols.*						
4b	*I can compare numbers using math symbols.*						
4c	*I can compare numbers using math symbols.*						
5	*I can count within 1000, skip-count by 5s, 10s, and 100s.*						
6	*I can count within 1000, skip-count by 5s, 10s, and 100s.*						
7	*I can count within 1000, skip-count by 5s, 10s, and 100s.*						

Benefits of Reflection



- Student centered
- Provides formative information
- Emphasizes strengths
- Creates "next steps"


The unexamined life is not worth living.
Socrates

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