

MODULE 7 SUGGESTED ANSWERS

LEARNING INTENTION	ASSESSMENT OPPORTUNITY	WHICH ASSESSMENT? WHY?
I am learning how to solve multistep word problems.	<ol style="list-style-type: none"> In a given word problem, students identify key words associated with operations to justify why that operation makes sense. Students solve a word problem and explain their logic and reasoning for why the answer makes sense. 	<ol style="list-style-type: none"> Students have an opportunity to accurately apply the process of solving a word problem. The evidence to look for is as follows: Read the problem and get the gist. Reread the problem and underline important information. Show your thinking with manipulatives, pictures, or models. Solve your problem with number representation, then compose an explanation detailing the process.
I am learning about the values of numbers from 0 to 20.	<ol style="list-style-type: none"> Using manipulatives, students represent several objects with a written numeral 0–20. Students use whiteboards to write the number called out by the teacher. 	<ol style="list-style-type: none"> Students practice by writing numbers to a given value to demonstrate an understanding of the value and numeric representation that is vital in understanding mathematics concepts.
I am examining how informational text is organized.	<ol style="list-style-type: none"> Students annotate signal words associated with text types. Students name the text type for a given informational text and support their claim with evidence. 	<ol style="list-style-type: none"> Analyzing the structure an author uses to organize information in a given text helps the reader better understand the meaning and purpose for the informational text.
I am learning to understand the difference between connotation and denotation to better understand text.	<ol style="list-style-type: none"> Display pairs of words and have students classify each word as having a neutral, positive, or negative connotation. Provide students with a setting and basic plot point. Have students write by carefully selecting their words to help create a certain tone. 	<ol style="list-style-type: none"> <i>1 or 2.</i> By studying words and analyzing the meaning and impact of words in text, students begin to understand the relationship of literal meaning and implied (or figurative) meaning of words. As a result, they become better readers and writers of figurative language.
I am learning about the properties of matter.	<ol style="list-style-type: none"> Students draw a model showing how atoms or molecules that make up a particular kind of matter, such as water, are the same whether the matter is a solid (ice) or a liquid (water). Students label the parts of an atom on a nonlinguistic visual representation. 	<ol style="list-style-type: none"> Students examine how temperature is a measure of the average movement or speed of particles (molecules) in a substance to explain matter in liquid or solid form.

EXAMPLES	POTENTIAL ASSESSMENT OPPORTUNITIES
We are learning about attributes of shapes.	When presented with a set of shapes, students write the number of sides and vertices of each shape.
We are learning about figurative language and its impact on the reader.	Students identify figurative language in a reading passage. They name the type used by the author and justify why it represents an example of figurative language.
We are learning how genetic crosses impact genotype and phenotype.	Students examine sample subjects to identify the genotype-phenotype association study specifically. This involves looking for differences between the two groups in the frequencies of alleles.
I am learning to answer questions about key details in a text.	Students generate <i>who, what, where, when, and why</i> questions about the text and pose them to a peer to gain a deeper understanding of what they read.