

STEP 1: Pick items (marbles, cubes, beads, gumballs, etc.) to place in a bag. Ensure that your items are made up of the following colors:

- 2 blue
- 1 red
- 1 yellow
- 1 green



Theoretical Probability

STEP 2: Use a tree diagram to show all the possible outcomes of the following events: One item is randomly drawn from the bag, **replaced**, and then a second item is randomly drawn from the bag.

First Draw Second Draw



4 Favorable

STEP 3: What is the theoretical probability of picking two blue items in a row? Show as a fraction and percent.

PROBABILITY SUMMATIVE ASSESSMENT

STEP 4: Perform the following experiment: Draw one item randomly from the bag, **replace it**, and then randomly draw a second item. Repeat this experiment 10 times. In the chart, record how many times you draw and don't draw two blue items in a row.

Outcomes	Tallies
Blue, Blue	
Not Blue, Blue	

STEP 5:
a) Which is greater, the theoretical or experimental probability?
20% > 16%
b) What do you think would happen if you repeated the experiment 100 times?

Part 2 - Probability Assignment - Gr. 7

in the bag, it is **NOT REPLACED**.

STEP 2: Use a tree diagram to show all the possible outcomes of the following events: One item is randomly drawn from the bag, **not replaced**, and then a second item is randomly drawn from the bag.



4 Favorable Outcomes

20 Total Outcomes

STEP 3: What is the theoretical probability of picking two blue items in a row? Show as a fraction and percent.

$$P(\text{Blue, Blue}) = \frac{2}{20}$$

$$P(\text{Blue, Blue}) = 10\%$$

Experimental Probability

STEP 4: Perform the following experiment: Draw one item randomly from the bag, **do not replace it**, and then randomly draw a second item. Repeat this experiment 10 times. In the chart, record how many times you draw and don't draw two blue items in a row.

Outcomes	Tallies	Frequency
Not Blue, Blue		0

STEP 5: Experimental Probability Use your results to determine the experimental probability of picking two blue items in a row.

$$P(\text{Blue, Blue}) = \frac{1}{10}$$

$$P(\text{Blue, Blue}) = 10\%$$

STEP 6: Does the theoretical probability greater than, less than, or equal to the experimental probability? Equal

STEP 7: Which events are considered independent? 1 or the ones from Part 2 of the assignment? Explain how you know.
Drawing 2 blue items in a row is more likely in part 1 because these events have a greater probability.

The events in Part 2 of the assignment are dependent. The outcome of drawing a blue item depends on the outcome of the first draw.



Summative Assessment For Math 6th Grade

David F. Robitaille



Summative Assessment For Math 6th Grade:

The Mathematics Lesson-Planning Handbook, Grades 6-8 Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6-8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6-8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6-8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners *Developing Performance-Based Assessments, Grades 6-12* Nancy P. Gallavan, 2009 Improve student achievement on daily assignments unit assessments and standardized tests This book clearly defines performance based assessments PBAs and walks teachers and administrators through the vocabulary concepts and practices for conducting an assessment process that is fully integrated with the daily curriculum and can produce significantly improved student performance The author provides a template for recording assessment data demonstrates how to create rubrics for teacher student use and offers standards based examples featuring classroom teachers insights Readers will discover how to use PBAs to implement Preassessments to collect baseline data Formative assessments that yield progress monitoring data Summative assessments for culminating data that is easy to use **School Rethink 2.0** Frederick M. Hess, Michael B. Horn, Juliet Squire, 2025-02-12 Ten brilliant approaches that are disrupting US education and actionable advice for their broader implementation **Resources in Education**, 2000-04 **How to Look at Student Work to Uncover Student Thinking** Susan M. Brookhart, Alice Oakley, 2021-04-07 Are you picking up all your students work is trying to tell you In this book assessment expert Susan M Brookhart and instructional coach Alice Oakley walk teachers through a better and more illuminating way to approach student work across grade levels and content areas You ll learn to

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Mathematics Framework for California Public Schools California. Curriculum Development and Supplemental Materials Commission,1999

Mathematics Methods for Elementary and Middle School Teachers Mary M. Hatfield,2004-04-29 An activity based approach to teaching with an emphasis on using manipulatives to build conceptual understanding This invaluable book combines practical teaching ideas video examples updated assessment techniques and the NCTM Assessment Standards to give teachers all the background they need to introduce elementary and middle school students to the wonders of mathematics

Reading/language Arts Framework for California Public Schools California. Department of Education,1999 This framework addresses reading writing speaking listening and written and oral English language conventions for the full range of learners across all grade levels Each grade level contains sections on Standards and

Instruction Curricular and Instructional Profile and English Language Arts Content Standards The standards give special emphasis to continuity and progression in the language arts curriculum and to building blocks of proficiency between grade levels The framework describes the curriculum and instruction necessary to help students achieve levels of mastery and stresses linkages among curriculum instruction and assessment Chapters include 1 Introduction to the Framework 2 Goal and Key Components of Effective Language Arts Instruction 3 Content Standards and Instructional Practices Kindergarten through Grade Three 4 Content Standards and Instructional Practices Grades Four through Eight 5 Content Standards and Instructional Practices Grades Nine through Twelve 6 Assessment of Proficiency in the Language Arts 7 Universal Access to the Language Arts Curriculum 8 Responsibilities and Support for Proficiency in the Language Arts and 9 Development and Evaluation of Instructional Materials Contains 195 references Appendixes contain Matrix for the English Language Arts Content Standards by Grade and Representative Content Standards and Instructional Connections for the Language Arts as well as a 71 item glossary of selected terms EF

Everyday Mathematics Jean F. Bell, University of Chicago. School Mathematics Project, 2007 The core of the Everyday Mathematics program for Grades 1-6 the Teacher's Lesson Guide provides teachers with easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips as well as multilevel differentiation strategies to support all learners

Educational Assessment of Students Anthony J. Nitko, 1996

Teaching Mathematics for the 21st Century Linda Huetinck, Sara N. Munshin, 2000 For courses in Mathematics Methods for the Secondary School This is the first middle and secondary math methods text to focus on reform and the national standards It prepares teachers for the challenge of assisting all students in reaching the highest level of mathematics according to their interest and realistic ambitions It also provides contemporary methods of teaching mathematics which facilitates successful instruction with a strong understanding of the philosophy and psychology behind sound practices Coverage includes methodology curriculum materials and use of technology accompanied by many practical suggestions for implementation

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