

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:

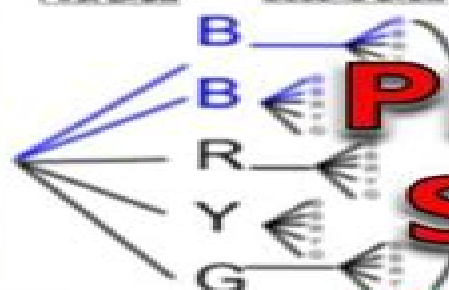
- 2 blue
- 1 red
- 1 yellow
- 1 green



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: **replace B**, and then randomly draw a second item. 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 this 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 B**, 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.

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

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

Grade 7 Math Curriculum

STEP 7: Does the theoretical probability greater than, less than, or equal to the experimental probability? Equal

STEP 8: Is drawing two blue items in a row more likely in Part 1 or 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.

Which events are considered independent? 1 or the ones from Part 2 of the assignment you know.
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

**Richard DuFour, Rebecca
DuFour, Robert Eaker, Thomas W.
Many, Mike Mattos, Anthony
Muhammad**

Summative Assessment For Math 6th Grade:

Teaching 6-12 Math Intervention Juliana Tapper, 2024-12-30 This practical resource offers a classroom tested framework for secondary math teachers to support students who struggle Teachers will explore an often overlooked piece of the math achievement puzzle the gatekeeping cycles of mathematics and the importance of teachers own expectations of students The immediately applicable strategies in this book developed through the author s work as a math intervention teacher intervention specialist and instructional coach will give teachers the tools to help students overcome math anxiety retention struggles and even apathy Beginning with a deep dive into the gatekeeping cycles to help teachers better understand their students who struggle the book then walks teachers through the five part B R E A K it™ Math Intervention Framework Build Community Routines to Boost Confidence Engage Every Student Advance Your Expectations Know Students Level of Understanding Educational research personal anecdotes from the author s own classroom and examples from case study teachers are woven into each chapter leading to clear action items planning strategies and best practices that are accessible enough to accommodate all grade levels and schedules The framework and activities in this book enable teachers to help students overcome math anxiety create a safe math environment for 6 12 students and ultimately increase achievement with effective research based suggestions for working with students who struggle Find additional resources at www.gatebreakerbook.com

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

Every Math Learner, Grades 6-12 Nanci N. Smith, 2017-02-02 Differentiation that shifts your instruction and boosts ALL student learning Nationally recognized math differentiation expert Nanci Smith debunks the myths surrounding differentiated instruction revealing a practical approach to real learning differences Theory lite and practice heavy this book provides a concrete and manageable framework for helping all students know understand and even enjoy doing mathematics Busy secondary mathematics educators learn to Provide practical structures for assessing how students learn and process mathematical concepts information Design implement manage and formatively assess and respond to learning in a standards aligned differentiated classroom Adjust current materials to better meet students needs Includes classroom videos and a companion website

10 Full-Length PEAKS Grade 6 Math Practice Tests Reza Nazari, 2023-06-09 Transform your student s approach to math with the 10 Full

Length PEAKS Grade 6 Math Practice Tests a holistic comprehensive and meticulously crafted guide designed to steer students towards achieving PEAKS Performance Evaluation for Alaska's Schools excellence in the upcoming PEAKS Math exams This vital academic resource includes Ten thoughtfully constructed practice tests that correspond to the most recent PEAKS testing standards Exhaustive explanations for each answer to foster enhanced understanding Wide ranging coverage of all PEAKS Grade 6 Math topics and concepts Proven tips and strategies formulated to eliminate test anxiety and promote self assurance 10 Full Length PEAKS Grade 6 Math Practice Tests offers a stimulating grasp of all examined concepts in depth answer explanations and beneficial guidance and techniques assuring your student feels ready and self assured on the big day Key Characteristics of 10 Full Length PEAKS Grade 6 Math Practice Tests Ten full length practice tests Specifically constructed to familiarize students with the PEAKS Grade 6 Mathematics test layout and pinpoint subjects needing further revision Detailed answer explanations Each practice question includes a comprehensive answer breakdown granting students a deeper grasp of the correct response and knowledge from their mistakes Broad coverage of all PEAKS Grade 6 Math topics and concepts This guide encapsulates all math concepts tested on the PEAKS Grade 6 Mathematics Test from number operations fractions and decimals to geometry algebra and data analysis Anxiety relieving tips and strategies This guide presents potent advice and methods that can aid in diminishing test apprehensions and augmenting confidence on the day of the exam Maximizing the Advantage of This Practice Book 10 Full Length PEAKS Grade 6 Math Practice Tests can be utilized in numerous ways allowing students to Acquaint with the PEAKS Grade 6 Mathematics test layout The ten comprehensive practice tests in this guide enable students to comprehend the exam structure promoting a sense of confidence and readiness for the exam day Recognize areas needing further attention After taking each practice test students can assess their responses and recognize topics needing more revision assisting in focusing their study efforts on the most vital areas Grow from their missteps The exhaustive answer explanations for each practice question arm students with the knowledge required to understand the correct answer and learn significant lessons from their mistakes ultimately strengthening their math skills and guaranteeing a higher score on the PEAKS Grade 6 Mathematics test Boost their confidence The practical tips and strategies for reducing exam stress and enhancing confidence are guaranteed to help your student feel more assured and prepared to tackle the PEAKS Grade 6 Mathematics test Invest in Your Student's Promising Future 10 Full Length PEAKS Grade 6 Math Practice Tests is more than just a guide it's an investment in your student's future With this tool your student can excel on the PEAKS Grade 6 Mathematics Exam paving the way for academic opportunities Help your student realize their full potential and achieve their academic dreams Secure your copy of 10 Full Length PEAKS Grade 6 Math Practice Tests today and propel your student on the journey to success For a more comprehensive learning experience and to further polish their skills students can access additional online math practice at EffortlessMath.com *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.

Curriculum Compacting Sally M. Reis, Joseph S. Renzulli, Deborah E. Burns, 2021-09-03 Curriculum compacting is one of the most well-researched and commonly used ways of differentiating instruction to challenge advanced learners. This practical and inexpensive method of differentiating both content and instruction enables classroom teachers to streamline the regular curriculum, ensure students' mastery of basic skills, and provide time for stimulating enrichment and acceleration activities. With information on the history and rationale of curriculum compacting as well as successful implementation strategies and multiple case studies, the second edition of *Curriculum Compacting* introduces the strategies that teachers need to understand to implement this differentiation strategy for high-potential, highly-motivated and academically talented and gifted students. 2017 NAGC Book of the Year Award Winner.

50 Leveled Math Problems, Level 6 Anne Collins, 2012-04-01 It includes 50 leveled math problems, 150 problems total, an overview of the problem-solving process, and ideas for formative assessment of students' problem-solving abilities. It also includes 50 mini-lessons and a student activity sheet featuring a problem tiered at three levels, plus digital resources that include electronic versions of activity sheets. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction.

Kim Bailey, Chris Jakicic, 2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs. You'll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and

find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more **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 Teaching to the Math Common Core State Standards F. D. Rivera, 2014-02-05 This is a methods book for elementary majors and preservice beginning elementary teachers It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The CCSSM content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It helps elementary majors and preservice beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond including future careers **Transform Your Math Class Using Asset-Based Teaching for Grades 6-12** Michael D. Steele, Joleigh Honey, 2024-07-30 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what's missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the

importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development

Learning by Doing Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, Mike Mattos, Anthony Muhammad, 2024-05-07 25 years on the PLC at Work process continues to produce results across the United States and worldwide In this fourth edition of the bestseller Learning by Doing the authors use updated research and time tested knowledge to address current education challenges from learning gaps exacerbated by the COVID 19 pandemic to the need to drive a highly effective multitiered system of supports This book will help K 12 administrators school leaders and teacher teams Build shared knowledge of both critical vocabulary and the concepts underlying the key PLC terms Learn new more in depth strategies for coaching in a PLC at Work Make honest assessments of student learning examine their school culture and implement conventional practices from a fresh critical perspective Take immediate and specific steps to close the knowing doing gap and implement PLC concepts in their school and district Recognize that the knowledge needed to support students in achieving higher levels is readily available and the next step is to transform this awareness into an action plan for school improvement Follow the step by step format outlined in each chapter to advance their school s PLC journey and drive continuous improvement Contents Introduction Chapter 1 A Guide to Action for Professional Learning Communities at Work Chapter 2 Defining a Clear and Compelling Purpose Chapter 3 Building the Collaborative Culture of a Professional Learning Community Chapter 4 Coaching Collaborative Teams in a Professional Learning Community at Work Chapter 5 Creating a Results Orientation in a Professional Learning Community Chapter 6 Establishing a Focus on Learning Chapter 7 Creating Team Developed Common Formative Assessments Chapter 8 Responding When Some Students Don t Learn Chapter 9 Hiring Orienting and Retaining New Staff Chapter 10 Addressing Conflict and Celebrating in a Professional Learning Community Chapter 11 Implementing the Professional Learning Community Process Districtwide Conclusion Touching the Emotions Creating a Culture of Caring References Index

Academic Language in Diverse Classrooms: Mathematics, Grades 6–8 Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-09 Make every student fluent in the language of learning The Common Core

and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

MTSS & Mathematics for Middle School Jennifer Caton, Mary Little ,2022-10-01 The majority of students in the United States consistently perform below proficiency on National Mathematics Assessments National Assessment of Educational Progress NAEP 2019 This number tends to be far worse for students with disabilities with 74 percent of eighth graders performing below basic when compared to 26 percent of students without disabilities USDOE 2019 The Every Student Succeeds Act ESSA 2015 focused on implementing Multi Tiered Systems of Support MTSS to advance the education of all struggling students emphasizing evidence based instructional strategies This guide provides critical information practical strategies and evidenced based interventions about middle school mathematics instruction within MTSS It offers an array of ways to use this highly effective framework to meet the needs of students who struggle with mathematics

The Assessment of Emergent Bilinguals Kate Mahoney, 2017-02-20 A practical guide to testing for teachers of English Language Learners This textbook is a comprehensive introduction to the assessment of students in K 12 schools who use two or more languages in their daily life English Language Learners ELLs or Emergent Bilinguals The book includes a thorough examination of the policy history and assessment measurement issues that educators should understand in order to best advocate for their students The author presents a decision making framework called PUMI Purpose Use Method Instrument that practitioners can use to better inform assessment decisions for bilingual children The book will be an invaluable resource in teacher preparation programs but will also help policy makers and educators make better decisions to support their students

Mapping Comprehensive Units to the ELA Common Core Standards, 6-12 Kathy Tuchman Glass, 2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality CCCS aligned curriculum units across Grades 6 12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development

Make It Happen Kim Bailey, Chris Jakicic, 2018-12-07 Ensure every educator is engaged in the right work with a collective focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional

coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index

Parallel Curriculum Units for Mathematics, Grades 6-12 Jann H. Leppien, Jeanne H. Purcell, 2011-04-07 Parallel Curriculum Units for Mathematics Grades 6 12 combines four essential models for improving student understanding and growth in mathematics The lessons provided in the textbook build on students abilities so they can see all parts of a math problem and are able to tackle and understand it at various levels Elizabeth Alvarez Assistant Principal John C Dore Elementary Chicago IL Maximize your mathematics curriculum to challenge all students This collection of lessons building on material presented in the best selling The Parallel Curriculum is written by experienced teachers who provide innovative and challenging learning opportunities for students in Grades 6 12 The four sample units focus on fractions linear programming geometry and quadratic relationships The authors provide user friendly methods for creating high quality lessons and demonstrate how to differentiate these lessons for the benefit of all students Included are field tested and standards based strategies that guide students through Understanding secondary level mathematics concepts Discovering connections between mathematics and other subjects Developing critical thinking skills Connecting mathematics learning to society through the study of real world data proportional reasoning and problem solving Each unit includes subject matter background a content framework study components teacher reflections and sample lessons Learn from the experts and enhance your mathematics curriculum with these proven strategies

Fair And Justice-Oriented Assessment Margaret Heritage, E. Caroline Wylie, 2025-09-08 In Fair and Justice Oriented Assessment Margaret Heritage and Caroline Wylie propose that the key to improving learning opportunities for all students lies in increasing educators assessment literacy Only by examining various assessment practices through a lens of fairness and equity can practitioners best judge their use and value and then develop strategies for implementation that truly elevate student learning in alignment with

school and district standards and in ways that are fair and just To build better assessment literacy Heritage and Wylie seek to strengthen professional knowledge of ambitious teaching and use of both formative and summative classroom assessment practices They clearly describe the knowledge and skills teachers need to better orient classroom assessment practices toward more positive learning experiences for all students Critically they urge educators to establish substantive learning goals attend to the ways of eliciting evidence of student learning towards those goals and reflect on the evidence to take action that intends to advance learning This book features real world examples of assessment practices across a range of contexts and content areas grade levels and student populations and shows how assessment literacy competencies can be achieved at scale with support from school and district leaders Fair and Justice Oriented Assessment provides a research based and yet practical perspective on classroom assessment and advocates for the use of equity oriented curricular and ambitious teaching

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