



Welcome from Math Perspectives!

September 2011

Dear North Carolina Teachers,

The start of a new school year is always exciting and Math Perspectives is excited to once again be part of Governor Perdue's Formative Math Assessment Initiative.

We will be sending you a short newsletter four times during the 2011-2012 school-year to support you as you continue using the data from Math Perspectives Assessing Math Concepts to plan for instruction in your classrooms. We have also set up a special place on our website for North Carolina teachers. You can go to www.mathperspectives.com/northcarolina any time to find new information. You do not need a password or user name. The newsletters will also be posted on this site and other helpful information.

Assessments for the Beginning of the School-Year

Kindergarten Teachers

Begin with *Assessment 1: Counting Objects Tasks 1 and 2*

One of the most important math goals for your children is to learn to count objects with consistency and accuracy and to develop a sense of number and number relationships.

You will begin the year by finding out the largest number of objects your students can count and whether they can hold a number in mind to count out a particular number of objects. It is valuable to have this information from the very beginning of the year so you can identify those children who know little about counting as well as those who already can count to 21 or more. You will be able to see the growth they make as you reassess them later in the year.

Go on to *Tasks 3 and 4: One More/One Less for those children who have a good start learning to count*

If you find some of your children can already count 12 or more objects and can make a pile of 9 or more, go on to Part Two of the ***Counting Assessment*** to find out if they know one more and one less for the numbers they can count.

Do *Changing Numbers* with students ready for a challenge

If you find any of your students can already count to 21 and know one more and one less without counting on both Task 3 and Task 4 to 21, see if they know any number relationships by giving Assessment 2: ***Changing Numbers***.

First Grade Teachers

Start with *Number Arrangements* with most of your students

A major goal for First Graders is to learn parts of numbers to 10.

Children who know parts of numbers with ease essentially know the basic facts. If they know 5 is 2 and 3, they can more easily learn $2 + 3 = 5$ and $5 - 2 = 3$, for example.

In order to learn parts of numbers, children need to first be able to see and describe parts and then eventually learn to combine these parts without counting.

Assessment 4: *Number Arrangements* helps you find out what your students know about identifying and combining parts. You will assess almost all the children in your class even if they were assessed last spring. It is likely that many of your children will know some things they didn't know last year. If you have no data for a student, start with ***Number Arrangements***.

Go on to Assessment 6: *Hiding Assessment* for a few of your students

You may have a few children who were Ready to Apply for both Identifying Parts and Combining Parts when assessed in Kindergarten or when you assessed them this year. If so, go on to the ***Hiding Assessment***, starting with 5 counters.

Second Grade Teachers

Begin with Assessment 7: *Ten Frames* with most of your students

The major goal for second graders is learning to add and subtract tens and ones.

In order to reach that goal, children need to understand that numbers are made up of groups of tens and ones and they need to use the parts of numbers they learned in first grade to solve problems.

You can find out what children know about 1 ten and some more and whether they know and can use parts of numbers to add and subtract using the ***Ten Frames Assessment***.

Go on to Assessment 8: *Grouping Tens* for a few of your students

If you had children who were assessed in First Grade or you assessed them this year and they were Ready to Apply on all parts of Ten Frames, go on to ***Grouping Tens***.

Questions

If you have questions regarding any of the Math Perspectives assessments, we encourage you to let us know. Please submit your questions to info@mathperspectives.com. You will receive a reply as quickly as possible. All questions with the answers are posted on our website and remain there for future reference at http://www.assessingmathconcepts.com/amc_faq.html.