

# ISLP Pre-Assessment

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## PLANNING

<b>Essential Question</b>	How do I evaluate algebraic expressions?
<b>Topic or Unit of Study</b>	Algebraic Expressions, Graph patterns, Number patterns
<b>Grade/Level</b>	Grade 5
<b>Subject(s)</b>	Mathematics
<b>CT Approval/ Date</b>	

## 21ST CENTURY SKILLS AND TECHNOLOGY TOOLS

<b>Standards</b>	<b>USA- Common Core State Standards (June 2010)</b> <b>Subject:</b> Mathematics <b>Grade:</b> Grade 5 <b>Domain:</b> Operations and Algebraic Thinking 5.OA <b>Entire Cluster:</b> Write and interpret numerical expressions. 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product. <b>Entire Cluster:</b> Analyze patterns and relationships. 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
<b>Learning Targets/Objectives</b>	I can understand algebraic operations and how to graph. I will complete a pre-assessment to see what I know.
<b>Technology Tools</b>	
<b>Assessment/Rubrics</b>	The teacher will score the pre-assessment for accuracy.

## IMPLEMENTATION

<b>Introduction to Lesson</b>	The teacher will tell students that they have been learning many different things in math like multiplication and division and that today they are going to apply that to algebraic operations and graphing.
<b>Teacher Input</b>	The teacher will pass out the pre-assessment and tell students that this is not going to affect their grade and that they must do the best that they can on it independently, because I cannot help them. The teacher will instruct students to spread out their desks and to turn them to the front. The teacher will tell students that they have thirty minutes to complete the pre-assessment. The teacher will set the timer to thirty minutes and tell students to begin working.  The teacher will read aloud the test to students who have a read aloud test modification.
<b>Guided Practice</b>	Non-Applicable
<b>Independent Practice</b>	Students will complete the pre-assessment to the best of their ability.
<b>Differentiated Instruction</b>	Students who have testing modifications such as extended time, separate testing, and read aloud will be provided those modifications.
<b>Closure</b>	At the end of the thirty minutes the teacher will ask students to stop working and to turn the pre-assessment into the box. The teacher will ask students if there was anything on the test that they recognized. The teacher will then tell students that they will be learning how to do all of those things in the near future.
<b>Time Allotment</b>	1 class periods. 30 Mins. per class.

## MATERIALS AND RESOURCES

<b>Instructional Materials</b>	<b>Attachments:</b> 1. ISLP Pre-Assessment.docx 2. ISLP Pre-Assessment-Key.docx
<b>Resources</b>	

**REFLECTION**

<b>Author's comments and reflection</b>	
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