**Mathematics Georgia Standards of Excellence (GSE) Project Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Course: Math 3001-3002-3003 (Circle one.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptor** | **Inadequate** | **Needs Improvement** | | **Meets Expectations** | **Exceeds Expectations** |
| **Quality Level** | No Attempt | Major Errors | Minor Errors | High Quality | Exemplary |
| **Score** | 0 | 1-2 | 3 | 4 | 5 |

For each problem below, I will use the following rubric to rate each response (2-20).

First, go to <https://www.georgiastandards.org/Georgia-Standards/Pages/Math.aspx>.

Part I  
  
1. Complete the statement below.

GaDOE is using a new technical specification by the IMS Global Learning Consortium (IMS Global) called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(CASE) to enable a machine- readable, linked data versions of state standards. With CASE, open-educational resources can be more easily tagged and discovered. Districts and individual educators can build crosswalks to their lo​cal learning targets, organize assessment results, and discover content through these crosswalks. The CASE format enables teaching, learning, and assessment software systems to access or consume competency frameworks and crosswalks.

Next click on the “Georgia Mathematics Strategies Toolkit to Address Learner Variability for Grades   
K-5” link under Highlights.

2. Copy the NCTM quotation in the Introduction section word for word here.

3. In the Behavior section, click on the High Engagement strategies link, and describe the 10 high- engagement strategies that are included in their blog.

(1)

(2)

(3)

(4)

(5)

(6)

3. (7)

(8)

(9)

(10)

4. Under Cognitive Processing: Attention, click on the “Prior Knowledge Warm-Up Activities” link and print the article for yourself to read and study for your professional growth. I did this.

Initial here: \_\_\_

5. Under Cognitive Processing: Conceptual, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

6. Under Cognitive Processing: Memory, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

7. Under Cognitive Processing: Reasoning, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

8. Under Cognitive Processing: Identity, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

9. Under Executive Functioning, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

10. Under Language Processing click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore. (I highly recommend the “Math Journal Examples” link, as that concept has had a big impact on my teaching over the years.)

11. Under Mathematics Calculation, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

12. Under Other Exceptionalities, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

13. Under Problem-Solving, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

14. Under Visual-Spatial Reasoning, click on any of the links and give a brief summary and reaction paragraph on the link you choose to explore.

15. Go to the Additional Resources section, and explore one of the links on that page. Give a brief summary and reaction paragraph on the link you choose to explore.

Part II

Now go to <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx> and click on the Guides for Effective Mathematics Instruction (K-12) link, pick a grade level \_\_\_\_\_, and then explore that grade level in depth. In subsequent semesters, you are expected to pick other grade levels to explore for this part.

16. List the three bullet items under Research from recent brain research from Boaler (2016) and Arline and Tobey (2014).

(1)

(2)

(3)

17. Click on the Big Ideas link for your grade level choice, print that page (or pages), and include that in this report.

Included \_\_\_\_\_

18-20. Select three links from the Evidence-Based Practices area, and give a brief summary and reaction paragraph on each link you choose to explore.

(1) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary/Reaction:

(2) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary/Reaction:

(3) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary/Reaction: