Sandy Burns-Richards

Bowling Green State University

EDTL 7100

**Sequencing Rationale**

This unit will be covering a portion of math instruction from January until the end of the school year in May. This unit includes instruction for both teachers and students.

To begin this unit, students will complete an extended response question that will serve as baseline data for the school. All students in grades 3-5 will be given a four point mathematics question to answer without any additional instruction on how to correctly respond to mathematics extended response questions.

After the question has been answered, the teachers will be given training on how to use the rubrics that go with the grade level question. Teachers will score the question for their class using the given rubric. Teachers will be able to work together as grade level teams so they can discuss how to use the rubrics correctly. The teachers will also be supported in their discussion and training by their math specialist.

Teachers will then share with their students the graded extended response question and the rubric. Each teacher will need to share student exemplars to show how a student can achieve a score of 4-3-2-1-or 0. The teachers will have the students graph their score on their data tracking sheet and begin a conversation about how each student could have answered the question so they could earn four points.

Teachers and students will continue this process for the remainder of the school year on at least a monthly basis. Teachers will be given one monthly question to use with their class but may add in other questions for additional practice. The teacher will also allow the students to begin scoring their responses and the responses of their peers. Teachers will need to guide their students in having conversations and using the rubrics correctly.