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## **K-8 Mathematics Common Assessments**

The common assessments were designed by the K-8 Mathematics Curriculum Committee representatives to measure students' growth and progress on the grade level objectives. These assessments are administered periodically throughout the school year in all grades K-8. There is an organized process for testing, scoring, data collection, and review. The question format of the assessments closely resembles the state assessment test and includes various types of questions such as multiple choice, short response, and extended response.

The common assessments data provides teachers with specific student information on skills that have been mastered and areas targeted for further instruction and intervention.



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## **Additional Information**

Parents may access the District's K-8 Mathematics Framework objectives on the District's website:

<http://www.sd161.org>

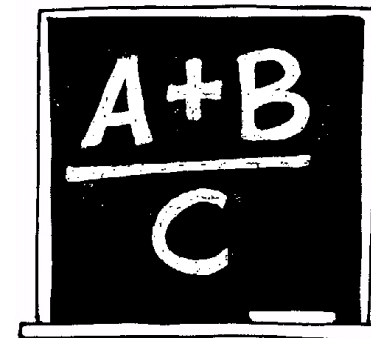
Objectives instructed each month are listed. For additional information on any component of the K-8 Mathematics Framework, parents may contact their child's mathematics teacher, school principal, or the Director of Learning and Instruction.



### **For additional information, please contact:**

Flossmoor Hills Elementary School	647-7100
Heather Hill Elementary School	647-7200
Serena Hills Elementary School	647-7300
Western Avenue Elementary School	647-7400
Parker Junior High School	647-5400
District Curriculum Department	647-7000

# **K-8 Mathematics Framework Information**



**FLOSSMOOR SCHOOL  
DISTRICT 161**

***"A World Class School District"***

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# FLOSSMOOR SCHOOL DISTRICT 161

## K-8 Mathematics Framework

### Overview

A determination was made during the 2004-2005 school year to revise the District's mathematics curriculum. This decision was based on data review and input from the Mathematics Curriculum Committee.

The goal of the K-8 mathematics framework is to add more rigor and higher expectations for all students in the area of mathematics.

In November 2004, the eighteen member Mathematics Curriculum Committee began working on the development of a K-8 mathematics framework with common assessments. All K-8 teachers had opportunities to review and give input throughout the process on both the framework and common assessments.

The framework was Board approved in June 2006 and implemented beginning fall 2006.



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## K-8 Mathematics Framework

### Description

The K-8 mathematics framework is comprised of District 161 expectations and the Illinois Mathematics Assessment Framework. The state document served as a starting point for the development of the grade level objectives. Objectives were added to include District 161 expectations. The five state mathematics goals covered in the framework are:

- Goal 6 - Number Sense
- Goal 7 - Estimation and Measurement
- Goal 8 - Algebra and Analytical Methods
- Goal 9 - Geometry
- Goal 10 - Data Analysis and Probability

Math objectives were articulated across all grade levels K-8. The format for the curriculum is clear and straightforward for each grade level. Each month the curriculum includes at least two Illinois math goals for instruction. This revisiting of goals periodically throughout the school year allows students to make connections and to maintain the use and fluency of learned mathematics. In addition, it links objectives from grade level to grade level. When appropriate, technology is utilized to support instruction.



The K-8 mathematics framework also provides teachers with information concerning the Depth of Instruction for each objective every time it is instructed. The Depth of Instruction areas are as follows:

**Introduce** – Instruction that supports the learning of a new mathematical concept. Activities may include the learning of vocabulary or the “big ideas” that build the foundations of this concept.

**Develop** – Instruction that develops student understanding of the mathematical concept being taught and all of its related parts. Activities may include the use of concrete models.

**Master** – Instruction that focuses on the ability to solve problems using the concept and its related parts. Activities may include translating words to mathematical sentences, recognizing necessary computations, and completing computations to obtain a reasonable answer.

**Apply** – Instruction that focuses on the use of the concept in many real world settings to solve a problem both at school and home, and the reasoning to assess if the answer is realistic when transferred back into the real world settings.