Sample Task Audit - Grade 3

10/1 Meeting Objective: Ensure all 3rd grade students have equal access to high quality, standards aligned tasks.

Process:

- Pre-Meeting: Teachers identify a common upcoming standard/skill and submit a representative sample of completed exit tickets that they believe align to the standard.
- During Meeting:
    - Step 1: Identify the focus standard (3.0a.1) and independently use the standard to identify what students need to "know and show" in order to demonstrate mastery of the standard.
    - Step 2: Analyze each task to identify which tasks most thoroughly aligns to the standard and will allow students to engage in "productive struggle."
    - Step 3: Create an action plan to increase alignment and consistency in exit tickets across classrooms

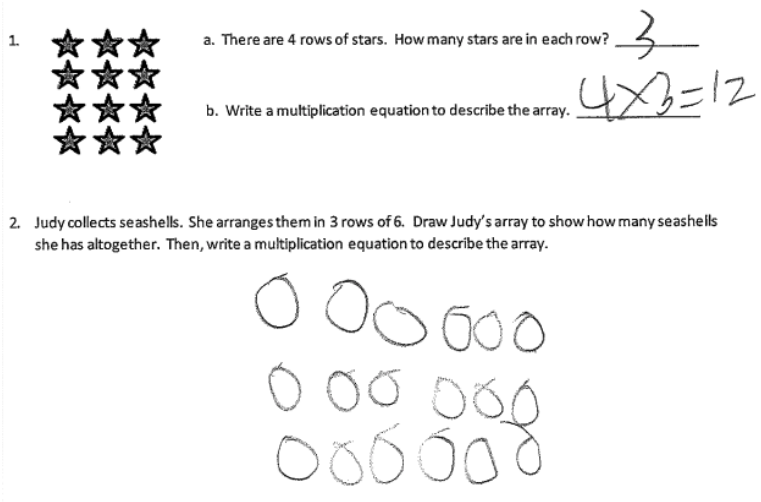
Prework

Focus Standard:

3.0a.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*

Sample tasks collected from 3 3rd grade classrooms:

Classroom 1



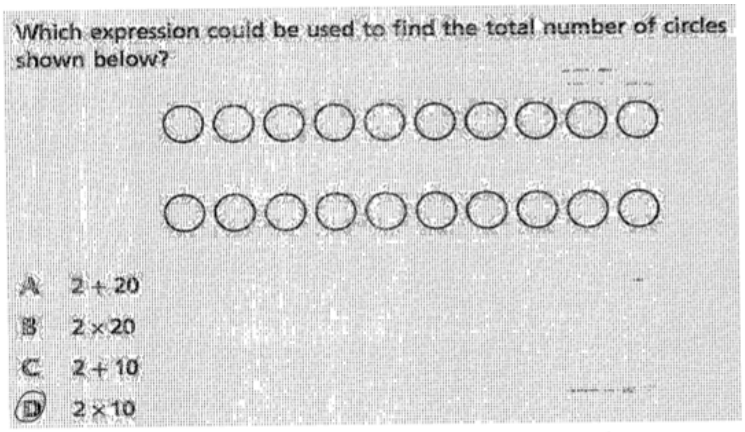
1. a. There are 4 rows of stars. How many stars are in each row? 3

   b. Write a multiplication equation to describe the array. 4x3=12

2. Judy collects seashells. She arranges them in 3 rows of 6. Draw Judy's array to show how many seashells she has altogether. Then, write a multiplication equation to describe the array.

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Classroom 2



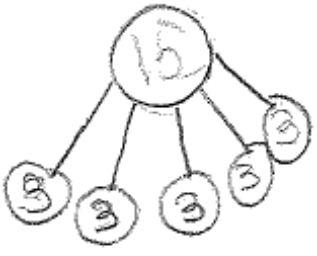
Explain why you chose your answer:

I chose my answer answer because 2x10 show the same thing as the picture.

Classroom 3

Draw an array that shows 5 rows of 3 squares. Then, show a number bond where each part represents the amount in one row.





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Step 1: Identify the focus standard and use it to identify what students need to "know and show" in order to demonstrate mastery of the standard.

Standard: 3.0a.1: ***Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.***

Ask: What must students know and show in order to successfully demonstrate mastery of this standard?

Know (Conceptual)	Show (Procedural)
• Multiplication – a specific number of groups with the same number of items in each group • One factor represents a group of objects, the other factor represents the number of objects in each group • The product is the total of objects in all the groups • Multiplication can be modeled with arrays that include rows and columns of the same object • Vocabulary: 1. Factor 2. Equal Groups 3. Product	• Represent an equation in both numbers, words, and a model • Explain their thinking • Connect representation to numeric expression • Create a model/array that matches a number sentence • Describe a context or real-life example

- Ask: What will be the hardest for students about this standard?
    - *Understanding that a product can be illustrated by both an equation and a model*
    - *Describing a real life example*

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Step 2: Analyze each task to identify which tasks most thoroughly aligns to the standard and will allow students to engage in "productive struggle."

- Ask: Now, create an exemplar response for each task you brought in:

- Ask: Compared to the Know/Show chart, which best assesses the standard?
    - *Based on the conversation - all of the teachers thought 3A was the most rigorous. They felt this way because 3A required students to show a model and numerical expression.*
    - *One stated that 3B was more rigorous because it aligned back to the know/show chart. 3A does not include an explanation, but 3B does. The multiple-choice options push students to discriminate between close answers.*

- **Ask: From reviewing all of the tasks, what are you noticing? Which task is aligned to the level of thinking required by the standard?**

We decided on 3B after the conversation

- **Discussion:**
    - *Teachers expressed concerns that the exit tickets will not exactly align with the curriculum provided. Castello stated that we are teaching for mastery of standards and should feel free to adapt the lesson materials towards more rigor. "The pathway can be different but the destination is always the same."*
    - *Teachers expressed concerns about printing the exit tickets - Castello explained that she would make arrangements for the exit to be printed*
    - *Teachers expressed concerns about all of the exit tickets looking like past state questions - Castello explained that it would be in the student's best interest to be familiar with the language and level of thinking required*

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Step 3: Create an action plan to increase alignment and consistency in exit tickets across classrooms

Bright Spots	Action Steps
• Exit tickets are present in each room • Utilizing Engage NY to supplement Envision Math program to provide more “at bats” • The same standard is being taught across the grade	• Ensure that all exit tickets are aligned to the expectations of the standards • Create equal opportunity for all students by using common, standards aligned exit tickets across the grade.

Next steps as a grade:

Action	Owner(s)	Date of Implementation
• Standardize Exit tickets in Grade 3 • Standardize do now, problem-solving task	Teachers & Castello Teachers	10/3/22 10/22/22

Professional Development Time:! PD time on 10/3 will be used to create common, standards-aligned exit tickets that all 3rd grade classrooms will use for the next 2 weeks.