
Math Benchmark Mini Assessments Gra Download 64 Exe Pc

Criteria for Evaluating the Quality of Instructional Guidance	
Category I: Identifying a Sense of Purpose I.1 Conveying Unit Purpose I.2 Conveying Lesson Purpose I.3 Justifying Sequence of Activities	
Category II: Building on Student Ideas about Mathematics II.1 Specifying Prerequisite Knowledge II.2 Alerting Teacher to Student Ideas II.3 Assisting Teacher in Identifying Ideas II.4 Addressing Misconceptions	
Category III: Engaging Students in Mathematics III.1 Providing Variety of Contexts III.2 Providing Firsthand Experiences.	
Category IV: Developing Mathematical Ideas IV.1 Justifying Importance of Benchmark Ideas IV.2 Introducing Terms and Procedures IV.3 Representing Ideas Accurately IV.4 Connecting Benchmark Ideas IV.5 Demonstrating/Modeling Procedures IV.6 Providing Practice	
Category V: Promoting Student Thinking about Mathematics V.1 Encouraging Students to Explain Their Reasoning V.2 Guiding Interpretation and Reasoning V.3 Encouraging Students to Think about What They've Learned	
Category VI: Assessing Student Progress in Mathematics VI.1 Aligning Assessment VI.2 Assessing through Applications VI.3 Using Embedded Assessment	
Category VII: Enhancing the Mathematics Learning Environment VII.1 Providing Teacher Content Support VII.2 Establishing a Challenging Classroom VII.3 Supporting All Students	

Some of the criteria focus on support, information, and explicit suggestions for teachers; that is, material found in teacher guides that accompany textbooks.

This set of criteria is the key to building skill and understanding.

These criteria reflect research showing that student reflection is necessary for retaining and applying concepts and skills.

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