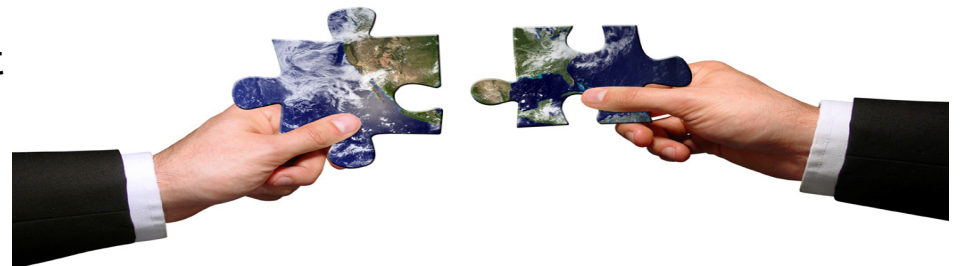


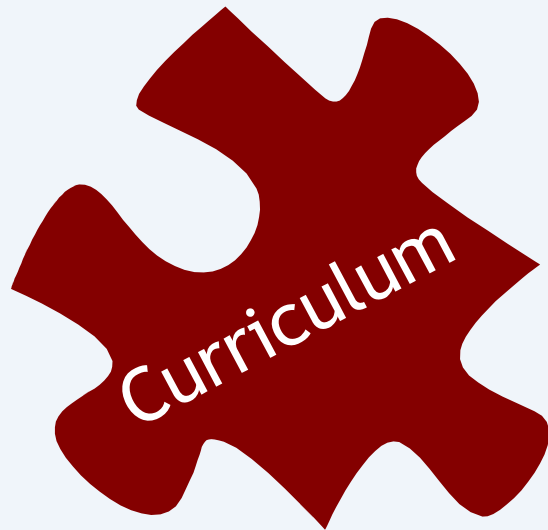
# Putting the Pieces Together

The Relationship between DesCartes and the TEKS

Jennifer Ruth  
Elementary Student Achievement Specialist  
Assessment and Accountability  
Plano ISD  
[Jennifer.Ruth@pisd.edu](mailto:Jennifer.Ruth@pisd.edu)



# The Need

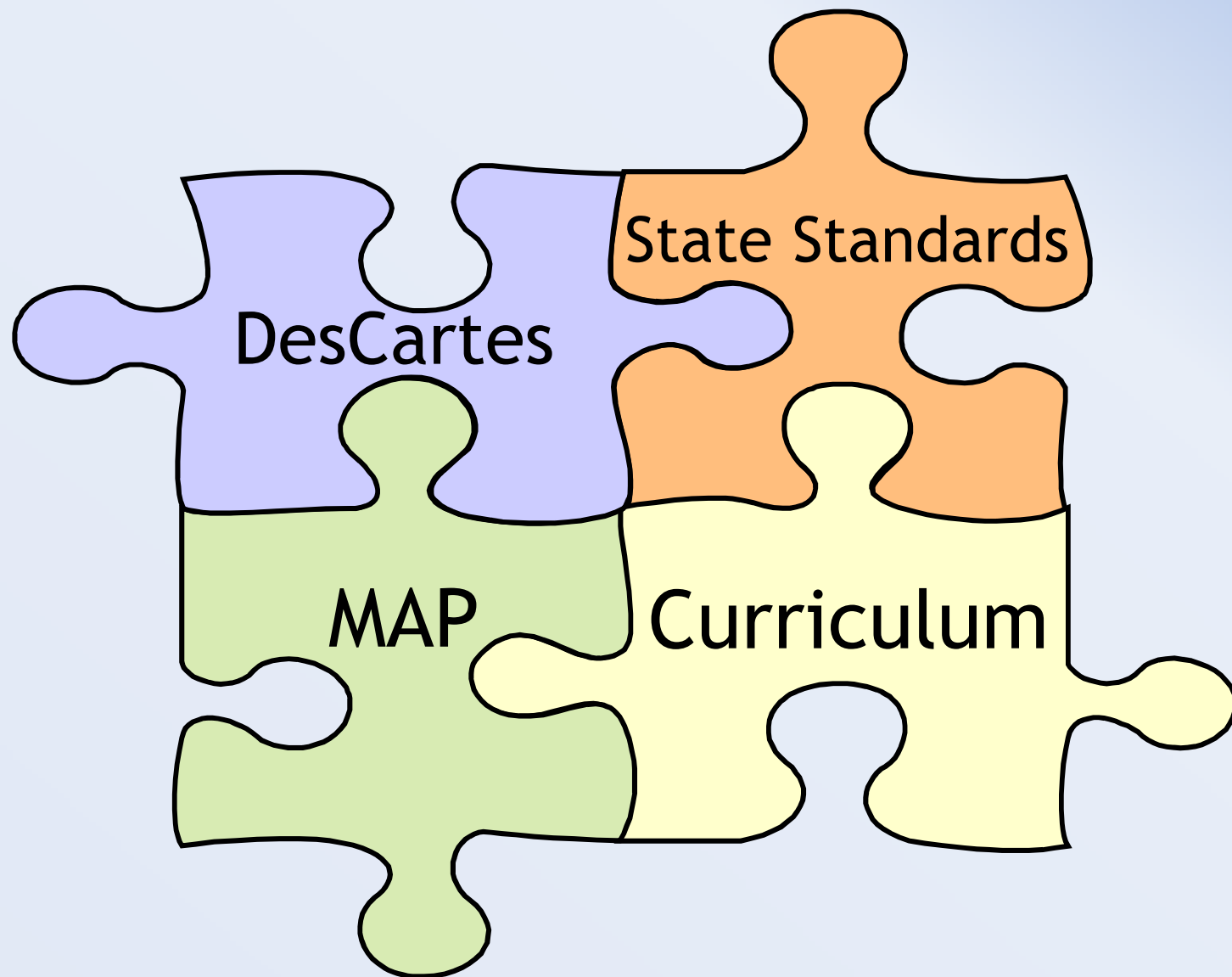


# The Goal

**Use MAP data to address the diverse needs of students in each classroom.**

- Go to MAP as the source to customize a plan for instruction.
- Understand the relationship between DesCartes and the TEKS.
- Turn performance goals into learning goals to promote a growth mindset.
- Identify when DesCartes Learning Statements appear in the curriculum.

# The Goal





	<191	191-200	201-210	211-220	221-230	231-240	241+
Number and Operation	<all> Zach	<all> Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb Helena	<all> Edwin Brittney George	<all> Leah	<all> Kevin
Algebraic Thinking	<all>	<all>	<all> Zach Carly Jacob Mattie	<all> Jordan Noelle Karen Caleb	<all> Helena Edwin Brittney George Leah	<all> Kevin	<all>
Geometry	<all>	<all> Zach Jordan Mattie	<all> Carly Jacob Caleb Helena	<all> Noelle Karen Edwin Brittney George	<all>	<all> Leah Kevin	<all>
Measurement	<all>	<all> Zach Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb George	<all> Helena Edwin Brittney Leah	<all>	<all> Kevin
Probability and Statistics	<all> Zach	<all>	<all> Jordan Jacob Mattie	<all> Carly Jacob Mattie Noelle Karen Caleb Helena Edwin	<all> Brittney George Leah Kevin	<all>	<all>

Subject: Mathematics

Goal Strand: Operation, and Quantitative Reasoning

RIT Score Range 75% - 100%

50%

25%

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using base-10 blocks*</li> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies the numeral and written name for ordinal numbers 21st to 100th (e.g., 21st is twenty-first, and vice versa)*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (&lt;, =, &gt;)</li> <li>Compares whole numbers through the thousands using the symbols &lt;, &gt;, or =</li> <li>Orders whole numbers less than 1000*</li> <li>Orders whole numbers less than 10,000</li> <li>Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)</li> <li>Compares and orders money in decimal form</li> <li>Compares and orders decimals to the thousandths place (same number of digits after decimal)*</li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers through the billions using the symbols &lt;, &gt;, or =*</li> <li>Orders whole numbers less than 10,000</li> <li>Orders whole numbers a million or greater</li> <li>Writes equivalent forms of whole numbers using place value (e.g., <math>54 = 4</math> tens and 14 ones)</li> <li>Writes whole numbers using place value terms and vice versa</li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using 2-D and 3-D models*</li> <li>Identifies whole numbers over 999 using 2- and 3-D models*</li> <li>Represents a decimal to the hundredths place (e.g., three hundredths = 0.03)</li> <li>Writes a decimal for a shaded region to the tenths place*</li> </ul>
<b>Use Fractions: Describe, Compare, &amp; Solve</b> <ul style="list-style-type: none"> <li>Represents <math>\frac{1}{3}</math> with a diagram or model</li> <li>Identifies one-half from a region or set*</li> <li>Identifies <math>\frac{1}{4}</math> from a region or set</li> </ul>	<b>Use Fractions: Describe, Compare, &amp; Solve</b> <ul style="list-style-type: none"> <li>Identifies halves of a region using nonadjacent parts</li> <li>Converts a basic fractional numeral to lowest terms (e.g., halves, thirds, quarters)*</li> </ul>	<b>Use Fractions: Describe, Compare, &amp; Solve</b> <ul style="list-style-type: none"> <li>Writes improper fractions and mixed numbers from a visual representation*</li> <li>Identifies a fractions in lowest terms from a region or</li> </ul>

	<191	191-200	201-210	211-220	221-230	231-240	241+
Number and Operation	<all> Zach	<all> Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb Helena	<all> Edwin Brittney George	<all> Leah	<all> Kevin
Algebraic Thinking	<all>	<all>	<all> Zach Carly Jacob Mattie	<all> Jordan Noelle Karen Caleb	<all> Helena Edwin Brittney George Leah	<all> Kevin	<all>
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Measurement	<all>	<all> Zach Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb George	<all> Helena Edwin Brittney Leah	<all>	<all> Kevin
Probability and Statistics	<all> Zach	<all>	<all> Jordan Jacob Mattie	<all> Carly Jacob Mattie Noelle Karen Caleb Helena Edwin	<all> Brittney George Leah Kevin	<all>	<all>

Subject: Mathematics

Goal Strand: Number, Operation, and Quantitative Reasoning

RIT Score Range: 201 - 210

75%

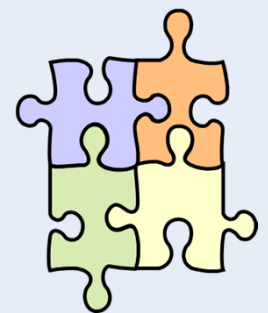
50%

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using base-10 blocks*</li> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies the numeral and written name for ordinal numbers 21st to 100th (e.g., 21st is twenty-first, and vice versa)*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (&lt;, =, &gt;)</li> <li>Compares whole numbers through the thousands using the symbols &lt;, &gt;, or =</li> <li>Orders whole numbers less than 1000*</li> <li>Orders whole numbers less than 10,000</li> <li>Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)</li> <li>Compares and orders money in decimal form</li> <li>Compares and orders decimals to the thousandths place (same number of digits after decimal)*</li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers through the billions using the symbols &lt;, &gt;, or =*</li> <li>Orders whole numbers less than 10,000</li> <li>Orders whole numbers a million or greater</li> <li>Writes equivalent forms of whole numbers using place value (e.g., <math>54 = 4</math> tens and 14 ones)</li> <li>Writes whole numbers using place value terms and vice versa</li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using 2-D and 3-D models*</li> <li>Identifies whole numbers over 999 using 2- and 3-D models*</li> <li>Represents a decimal to the hundredths place (e.g., three hundredths = 0.03)</li> <li>Writes a decimal for a shaded region to the tenths place*</li> </ul>
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# The Process-Overview

- Phase 1-Determine which TEKS align best with each DesCartes strand.
- Phase 2- Examine each learning statement and match it to one or more grade level(s) TEKS.
- Phase 3- Create a teacher-friendly product.



# THE PROCESS STEP BY STEP

## Phase 1

Mathematics 2-5 Goal Structure ( <i>TEKS</i> )	Mathematics 2-5 ( <i>DesCartes</i> )	
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	
Use place value to represent whole numbers and decimals: Use concrete models of hundreds, tens, and ones to represent a given whole number in various ways; use place value to read, write, describe , compare, and order whole numbers and decimals; name the ordinal positions in a sequence.	Use Place Value: Whole Numbers and Decimals	

[www.nwea.org](http://www.nwea.org)- Texas Goal Structure

# THE PROCESS-CONTINUED

## Phase 2

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using base-10 blocks*</li> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies the numeral and written name for ordinal numbers 21st to 100th (e.g., 21st is twenty-first, and vice versa)*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (<math>&lt;</math>, <math>=</math>, <math>&gt;</math>)</li> <li>Compares whole numbers through the thousands using the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math></li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers through the billions using the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>*</li> <li>Orders whole numbers less than 10,000</li> <li>Orders whole numbers a million or greater</li> <li>Writes equivalent forms of whole numbers using place value (e.g., <math>54 = 4</math> tens and 14 ones)</li> <li>Writes whole numbers using place value terms and vice versa</li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using 2-D and 3-D models*</li> <li>Identifies whole numbers over 999 using 2- and 3-D models*</li> <li>Represents a decimal to the hundredths place (e.g., three hundredths = 0.03)</li> <li>Writes a decimal for a shaded region to the tenths place*</li> </ul>

Key:

Kinder

1<sup>st</sup> Grade

2<sup>nd</sup> Grade

3<sup>rd</sup> Grade

4<sup>th</sup> Grade

5<sup>th</sup> Grade

## Skills and Concepts to Develop 201 - 210

### Use Place Value: Whole Numbers and Decimals

- Identifies whole numbers over 999 using base-10 blocks\*
- Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
- Identifies the numeral and written name for whole numbers over 100,000
- Compares whole numbers through 999,999
- Compares whole numbers through the billions using the symbols  $<$ ,  $>$ , or  $=$ \*
- Orders whole numbers less than 10,000
- Orders whole numbers a million or greater
- Writes equivalent forms of whole numbers using place value (e.g.,  $54 = 4$  tens and 14 ones)
- Writes whole numbers using place value terms and vice versa

### Use Fractions: Describe, Compare, & Solve

- Identifies halves of a region using nonadjacent parts
- Converts a basic fractional numeral to lowest terms (e.g., halves, thirds, quarters)\*
- Writes mixed numbers as improper fractions and improper fractions as mixed numbers
- Compares fractions (e.g., common denominator, 1 in the numerator, denominator is 2, 3, 4, 6, 8, 10)
- Writes a terminating decimal as a fraction or mixed number



**Strand/Subgoal/Learning Statement**

**Number, Operation, and Quantitative Reasoning**

*Use Place Value: Whole Numbers and Decimals (2-5)*

Counts 1 to 10 objects

Counts ordinal numbers (1st to 10th)

Orders whole numbers less than 10

Orders sets of objects 0-10

Compares whole numbers through 100

Writes equivalent forms of whole number expressions (e.g.,  $15 + 5 = 10 + 10$ )

Identifies the numeral and written name for ordinal numbers 1st to 20th

Identifies the numerical and written name for whole numbers 21 to 100

Identifies the numeral and written name for whole numbers 101 to 999 (

Counts ordinal numbers (first to tenth)

Identifies the ordinal number that comes before, between, or after a given

Compares whole numbers through 999

Orders sets of objects 0-20

Orders whole numbers less than 100

Compares whole numbers through 9999

Identifies the numeral and written name for whole numbers to 1000 to 9999 (and vice versa)

Compares and orders decimals to the hundredths place (same number of decimal places)

Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 2 ones)

Writes equivalent forms of whole numbers 11 to 20 using addition (e.g.,  $11 = 10 + 1$ )

Writes equivalent forms of whole numbers using multiplication (e.g.,  $12 = 3 \times 4$ )

Identifies the numeral and written name for whole numbers 10,000 to 100,000

Orders whole numbers less than 1000

Compares sets of objects and identifies which is equal to, more than, or less than

Compares whole numbers to 100, using the symbols for 'less than', 'equal to', and 'greater than'

Compares whole numbers through the thousands using the symbols  $<$ ,  $>$ , and  $=$

Identifies the numeral and written name for ordinal numbers 21st to 100th

Identifies whole numbers 100 - 999 using base 10 blocks



Primary Grades Instructional Data  
**Subject: Reading**  
**Goal: Vocabulary**

NWEA

Database last updated with additional data statements on 8/3/2011

116 - 214

Skills and Concepts to Develop

**Subgoal : Base Words, Prefixes, Suffixes**

- 154 Matches a definition to a word in a given sentence
- 159 Identifies the common root word in words with different inflectional endings
- 176 Identifies the base word for a given word (five syllables)
- 185 Identifies the base word for a given word (two syllables)
- 192 Identifies the word with the inflectional ending that means "more than one" (-s)
- 196 Identifies the base word for a given word (three syllables)
- 214 Identifies the base word for a given word (four syllables)

**Subgoal : Compound Words, Contractions**

- 146 Identifies the words that create a given contraction (I'm)
- 155 Identifies the words that create a given contraction (they've)
- 156 Identifies the contraction for given words (we'll)
- 156 Identifies the word that is a compound word (bookmark)
- 159 Identifies the contraction for given words (I've)
- 162 Identifies the compound word within a sentence (baseball)
- 162 Identifies the words that create a given contraction (you're)



# DesCartes

Skills and <b>75%</b> Enhance	Skills and <b>50%</b> Develop	Skills and <b>25%</b> Introduce
<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using base-10 blocks*</li> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies the numeral and written name for ordinal numbers 21st to 100th (e.g., 21st is twenty-first, and vice versa)*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (<math>&lt;</math>, <math>=</math>, <math>&gt;</math>)</li> <li>Compares whole numbers through the thousands using the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math></li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers through the billions using the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>*</li> <li>Orders whole numbers less than 10,000</li> <li>Orders whole numbers a million or greater</li> <li>Writes equivalent forms of whole numbers using place value (e.g., <math>54 = 4</math> tens and 14 ones)</li> <li>Writes whole numbers using place value terms and vice versa</li> </ul>	<b>Use Place Value: Whole Numbers and Decimals</b> <ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using 2-D and 3-D models*</li> <li>Identifies whole numbers over 999 using 2- and 3-D models*</li> <li>Represents a decimal to the hundredths place (e.g., three hundredths = 0.03)</li> <li>Writes a decimal for a shaded region to the tenths place*</li> </ul>
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Key:

Kinder

1<sup>st</sup> Grade

2<sup>nd</sup> Grade

3<sup>rd</sup> Grade

4<sup>th</sup> Grade

5<sup>th</sup> Grade

# Intermediate Product-Filtered List by Grade Level

## Phase 3

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 4th	DesCartes				
				171-180	181-190	75%	50%	25%
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	Using Place Value: Whole Numbers and Decimals	1A Use place value to read, write and compare and order whole numbers through 999,999,999 1B Use place value to read, write, compare and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models	Compares whole numbers through 999	Compares whole numbers through 999 Identifies the numeral and written name for whole numbers 10,000-100,000	Compares and orders money in decimal form Identifies the numeral and written name for whole numbers over 100,000 Compares whole numbers through 999,999	Writes whole numbers using place value terms and vice versa Identifies the numeral and written name for whole numbers over 100,000 Compares whole numbers through 999,999 Orders whole numbers a million or greater	Represents a decimal to the hundredths place Writes a decimal for a shaded region to the tenths place Compares and orders decimals to the hundredths place
								Orders whole numbers a million or greater using < or > Writes a decimal for a shaded region to the hundredths place Compares and orders decimals to the hundredths place
		Fractions: Describe, Compare and Solve	2A Use concrete objects and pictorial models to generate equivalent fractions 2B Model fraction quantities greater than one using concrete objects and pictorial models 2C compare and order fractions using concrete objects and pictorial models 2D Relate decimals to fractions that name tenths and hundredths using concrete and pictorial models		Identifies tenths from region or set	Identifies tenths from region or set	Identifies halves of a region using nonadjacent parts Writes a terminating decimal as a fraction or a mixed number	Writes mixed numbers as improper fractions Writes a terminating decimal as a fraction or a mixed number Compares fractions greater than or less than a given fraction using visual representations Compares fractions and mixed numbers Expresses a simple fraction as a decimal Writes improper fractions and mixed numbers from a visual representation
								Writes a fraction or mixed number as a decimal when the denominator is a multiple of 10



Learning Statements in each RIT band are filtered by grade level.

# Intermediate Product-Filtered List by Grade Level

## Phase 3

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 4th	DesCartes					
				171-180	181-190	191-200	201-210	211-220	221-230
Number, Operation, and Quantitative Reasoning	Number, Operation, and Quantitative Reasoning	Using Place Value: Whole Numbers and Decimals	<p>1A Use place value to read, write and compare and order whole numbers through 999,999,999</p> <p>1B Use place value to read, write, compare and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models</p>	Compares whole numbers through 999	<p>Compares whole numbers through 999</p> <p>Identifies the numeral and written name for whole numbers 10,000-100,000</p>	<p>Compares and orders money in decimal form</p> <p>Identifies the numeral and written name for whole numbers over 100,000</p> <p>Compares whole numbers through 999,999</p>	<p>Writes whole numbers using place value terms and vice versa</p> <p>Identifies the numeral and written name for whole numbers over 100,000</p> <p>Compares whole numbers through 999,999</p> <p>Orders whole numbers a million or greater</p>	<p>Represents a decimal to the hundredths place</p> <p>Writes a decimal for a shaded region to the tenths place</p> <p>Compares and orders decimals to the hundredths place</p>	<p>Orders whole numbers a million or greater using &lt; or &gt;</p> <p>Writes a decimal for a shaded region to the hundredths place</p> <p>Compares and orders decimals to the hundredths place</p>

# Class by RIT in SAS

MAP Math    MAP Science Gen    MAP Science CP			
Goal Strand	181-190	191-200	201-210
Number & Operation	J, Elijah (178)	H, Rebecca (208) M, Adah (195) S, Shaun (193) S, Jaque (202)	M, Mattie (210) C, Carly (209) J, Jacob (207)
Algebraic Thinking	J, Elijah (178) S, Shaun (193)	N, Mark (202) S, Jaque (202) T, Revist (196)	M, Mattie (210) H, Rebecca (203) M, Adah (195) J, Jacob (207)
Geometry	T, Revist (196)	S, Shaun (193) J, Elijah (178)	M, Adah (195) C, Carly (209) J, Jacob (207) S, Jaque (202)
Measurement	M, Adah (195) S, Shaun (193) J, Elijah (178)	C, Carly (209) N, Mark (202) T, Naveah (200) T, Revist (196)	M, Mattie (210) H, Rebecca (208) J, Jacob (207) S, Jaque (202)
Probability & Statistics		M, Adah (195) N, Mark (202) J, Elijah (178) T, Revist (196)	J, Adrian (221) R, Natalie (212) S, Shaun (202) T, Naveah (200)

# Individualized Learning Statements

Phase 3

## Individualized Learning Statements based on MAP Goal Strand Performance

RIT Band

Strand

Prev Grade

Prev RIT

Next RIT

Next Grade

Sub-strand

Subject: Mathematics

Goal strand: Number, Operation, and Quantitative Reasoning instructional level: 201-210

Grade level: 4

Number, Operation, and Quantitative Reasoning (Add and Subtract Fractions and

Grade Level TEKS

Grade level TEKS to target

- 4.3B add and subtract decimals to the hundredths place using concrete objects and pictorial models.

MAP learning statements from DesCartes

- Adds decimals to the hundredths place in vertical format (not same number of digits)
- Adds fractions with like denominators without reducing
- Computes the value of multiple bills and coins (addition/subtraction only)

Learning Statements

Number, Operation, and Quantitative Reasoning (Add and Subtract Whole Numbers )

Grade level TEKS to target

- 4.3A use addition and subtraction to solve problems involving whole numbers; and

MAP learning statements from DesCartes

- Adds multiple-digit numbers with sums under 1000
- Adds multiple-digit numbers, with regrouping, with sums over 1000
- Performs mental subtraction with numbers 1000 and over
- Solves whole number subtraction word problems with numbers over 1000
- Subtracts 3- or 4-digit numbers with regrouping
- Subtracts numbers with 5 digits or more with regrouping

Number, Operation, and Quantitative Reasoning (Estimate to Determine Reasonable Results )

Grade level TEKS to target

- 4.5A round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
- 4.5B use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.

MAP learning statements from DesCartes

- Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten

# Activity

*Discuss the Individualized Learning Statements.*

- How could this help teachers in instruction?
- How could this help students in understanding their learning?
- How could this help parents understand their child's achievement?





Prev Grade



Prev RIT




Next RIT



Next Grade

# LOWER ACHIEVING STUDENTS

MAP Math   MAP Science Gen   MAP Science CP			
Goal Strand	151-160	161-170	171-180
Number & Operation			Shawn (169)
Algebraic Thinking		Shawn (169)	
Geometry	Shawn (169)		
Measurement			Shawn (169)
Probability & Statistics		Shawn (169)	

# DesCartes Grade Level Connection

## Use Place Value: Whole Numbers and Decimals

- Identifies whole numbers over 999 using base-10 blocks\*
- Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
- Identifies the numeral and written name for whole numbers over 100,000
- Compares whole numbers through 999,999
- Compares whole numbers through the billions using the symbols  $<$ ,  $>$ , or  $=$ \*
- Orders whole numbers less than 10,000
- Orders whole numbers a million or greater
- Writes equivalent forms of whole numbers using place value (e.g.,  $54 = 4$  tens and 14 ones)
- Writes whole numbers using place value terms and vice versa

## Use Fractions: Describe, Compare, & Solve

- Identifies halves of a region using nonadjacent parts
- Converts a basic fractional numeral to lowest terms (e.g., halves, thirds, quarters)\*
- Writes mixed numbers as improper fractions and improper fractions as mixed numbers
- Compares fractions (e.g., common denominator, 1 in the numerator, denominator is 2, 3, 4, 6, 8, 10)
- Writes a terminating decimal as a fraction or mixed number

# LOWER ACHIEVING STUDENTS



TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 3rd	50%	25%	DesCartes			
				161-170	171-180	181-190	191-200	201-210	211-220
Patterns, Relationships, and Algebraic Thinking	Patterns, Relationships, and Algebraic Thinking	Use Patterns to Predict & Solve Problems	6A Identify and extend whole-number and geometric patterns to make predictions and solve problems 6B Identify patterns in multiplication facts using concrete objects or pictorial models 6C Identify patterns in related multiplication and division sentences		Counts numbers 0-1000 Recognizes addition and subtraction fact families through 18 Extends a growing arithmetic pattern, defined by numbers	Counts numbers 0-1000 Recognizes addition and subtraction fact families through 18 Extends a decreasing arithmetic pattern Extends a growing arithmetic pattern, defined by numbers Models multiplication and division algorithms using arrays	Extends a decreasing arithmetic pattern Completes a growing arithmetic pattern, identifying missing numbers Extends a growing arithmetic pattern	Instantly recalls basic addition facts with sums to 18 in a table Extends a growing arithmetic pattern Looks for a repeating pattern to solve a problem Extends a pattern formed by rotating a geometric figure Recognizes multiplication and division fact families	Recognizes multiplication and division fact families Looks for a growing pattern to solve a problem
		Use Organizational Structures: Analyze & Describe	7A Generate a table of paired numbers based on real-life situations 7B Identify and describe patterns in a table of related number pairs and extend the table	Solves simple problems based on data from tables	Interprets simple graphs or tables	Completes arithmetic growth patterns in number tables by identifying the missing elements		Solves problems using tables Reads and interprets tables	Uses systematic lists to represent problems Draw conclusions from data/charts

# Individualized Learning Statements *in our Online System*

## **Individualized Learning Statements based on MAP Goal Strand Performance**

**Subject: Mathematics**

**Goal strand: Patterns, Relationships, and Algebraic Thinking    instructional level: 161-170**

**Grade level: 3**

**Patterns, Relationships, and Algebraic Thinking (Use Organizational Structures Analyze and Describe )**

### **Grade level TEKs to target**

- 3.7A generate a table of paired numbers based on a real-life situation such as insects and legs; and
- 3.7B identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.

### **MAP learning statements from DesCartes**

- Solves simple problems based on data from tables

# HIGH ACHIEVING STUDENTS

MAP Math   MAP Science Gen   MAP Science CP			
Goal Strand	231-240	241-250	251-260
Number & Operation			Kaki (246)
Algebraic Thinking	Kaki (246)		
Geometry			Kaki (246)
Measurement		Kaki (246)	
Probability & Statistics		Kaki (246)	

# Individualized Learning Statements *in our Online System*

## Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Mathematics

Goal strand: Patterns, Relationships, and Algebraic Thinking instructional level: 241-250

Grade level: 4

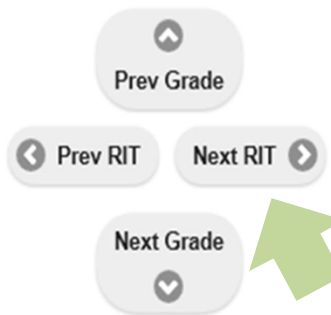
Patterns, Relationships, and Algebraic Thinking (Use Organizational Structures Analyze and Describe )

### Grade level TEKs to target

- 4.7 Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe
- patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.

### MAP learning statements from DesCartes

- Reads and interprets data in tables



# Curriculum Connection

- Close the gap to meet the grade-level expectation.
- Identify when topics arise.
- Preteach if necessary.



# Ways to Use the DesCartes/TEKS Project

- TIER II or TIER III intervention
- Tutoring, pull out, ESL
- Whole class, groups, or individuals
- Campus intervention meetings
- Meaningful goal setting

## **Caution!!!**

- This is not meant to replace the curriculum.
- This is not to be used as a checklist.
- This is not meant to be used to skip instruction just to get a particular score.

# Take-Away

- A confirmation that DesCartes does relate to the TEKS.
- A clear understanding of the relationship between DesCartes and TEKS.
- Understanding of the process.
- A different perspective on how to customize the student learning experience.

# Questions and Discussion

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