### Learning Targets:
**Assessing a Range of Students’ Abilities**

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| **Mathematics Facts**                          | Knowing conventions and correct terms for concepts | • Knowing addition facts  
• Knowing the names of polygons with 3, 4, 5 sides  
• Knowing that the name given to the point \((0, 0)\) is origin  
• Remembering that \((2, 3)\) indicates the point on a graph that is two units to the right of the y-axis and three units above the x-axis |
| **Mathematics Skills and Processes**            | Knowing how to carry through standard procedures | • Solving an addition problem with three addends quickly and accurately  
• Following rules for measuring length with a ruler |
| **Mathematics Concepts**                        | Concepts we want students to know; Understanding the meaning of mathematics concepts and how they relate to each other | • Interpreting a graph and using the range of the set to describe the data  
• Understanding that the two sides of a number sentence should represent the same value and explaining why \(2 + 3 = 4 + 1\)  
• Generalizing and extending a pattern |
| **Mathematical Reasoning and Proof**            | Using knowledge to reason and solve problems   | • Prove that a square is a rectangle  
• Knowing which operation to use in a problem and justifying why the answer is reasonable |

continued
| Mathematical Strategies, Problem Solving and Application | Being able to approach problems and use techniques and strategies to solve problems | • Classify quadrilaterals by a rule or common property  
• Develop strategies for finding the variable in an equation  
• Take one strategy and apply it to multiple problem solving contexts |
|--------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Personal Attitudes, Confidence and Competence | Develop a positive orientation toward the subject; becoming more confident, creative, cooperative, committed, and able to work as a team | • Students cooperate and work as a team to classify and sort polygons, lines, angles, and quadrilaterals  
• Students gain confidence in their problem solving abilities by sharing and discussing various strategies in class  
• Students continue working on challenging problems and are committed to finding a solution rather than giving up quickly or quitting  
• Students enjoy math and see themselves as mathematicians |
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<td><strong>Factual Knowledge</strong></td>
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| ▪ Basic elements that students must know in order to solve problems in the discipline  
  ▪ Knowledge of terminology  
  ▪ Knowledge of specific details and elements |
| **Conceptual Knowledge** |
| ▪ Knowledge of the inter-relationships of the basic elements of the discipline and how they fit the larger structure  
  ▪ Knowledge of classifications, principles, and generalizations, models and structures, and theories |
| **Procedural Knowledge** |
| ▪ How to do something - inquiry, algorithms, techniques and methods  
  ▪ Knowledge of subject specific skills and use of algorithms  
  ▪ Knowledge of criteria for determining appropriate procedures |
| **Metacognitive Knowledge** |
| ▪ Knowledge of the process of thoughts and awareness of one’s own cognition  
  ▪ Strategic knowledge  
  ▪ Self-knowledge |
Creating an Assessment

**Clarifying Objective:** Use strategies with 3-digit by 1-digit division with and without remainders to develop fluency.

**Learning Target:** Use a break-apart strategy to decompose a number with three digits.

**Assessment:**
1. Break 425 apart in one way.

2. Break 613 apart in two different ways.


**Learning Target:** Use a break-apart strategy to decompose a number in preparation for dividing by one digit.

**Assessment:**
1. Show one way to break apart 216 for this problem: \( 216 \div 3 \)

2. Show one way to break apart 216 for this problem: \( 216 \div 4 \)

3. Explain why you might need to break 216 apart differently for different divisors.

**Learning Target:** Use a break-apart strategy to divide by one digit.

**Assessment:**
1. Use a break-apart strategy to solve \( 248 \div 2 \)

2. Use a break-apart strategy to solve \( 359 \div 7 \)

3. Use a break-apart strategy to solve \( 783 \div 4 \)