

## 7-3 ASSESSMENT, FOLLOW-UP, AND FEEDBACK

**General Fluency and Problem Solving:** 7.NS.3 and 7.EE.3 address problem solving with rational numbers. They appear in lessons throughout the course and in Spiral Reviews. To monitor student growth, keep and compare student work samples throughout the year.

**Computational Fluency:** For students struggling with computation, consider incorporating a 10-minute #day routine using **Skill Boosters** (Portal Landing Page). Fraction Addition / Subtraction, and Fraction Multiplication / Division are available.

**Differentiation:** For students who do not need intervention or reteaching, see Teaching Tips: Enrichment and Challenges for Advances Learners in the **Teacher Edition** for ideas or use Nonroutine Problems in **Unit Resources**.

Standards / Lessons / Goals	Are Students Ready for the Lessons?		Did Students Meet Grade Level Goals?		
	Diagnostic (formative)	Intervention	Evidence	Reteaching	
3.1 An Introduction to Proportional Relationships					
7.RP.1 7.RP.2a 7.RP.2b 7.G.1  Also 7.NS.3 7.EE.3	<ul style="list-style-type: none"><li>Use tables and graphs to explore unit rates.</li><li>Understand what it means for two quantities to be in a proportional relationship.</li><li>Identify the unit rate (constant of proportionality) in tables.</li></ul>	<b>General Resources</b> <ul style="list-style-type: none"><li>Fraction and Decimal Operations Pre-Assessment #1-14</li><li>7-1,7-2,7-3 Pre-Assessment #1-8 (fractions, decimals, percents)</li></ul> <b>Student Packet</b> <ul style="list-style-type: none"><li>pg 2 Getting Started (comparing rates with different representations)</li></ul>	<b>Unit Resources</b> Essential Skills <ul style="list-style-type: none"><li>pg 1 Open Middle Problems (fraction equivalence – top) division)</li><li>pg 2 Shady Squares (ratios)</li><li>pg 3 Double Number Lines</li></ul>	<b>Formative Ideas</b> <b>Student Packet</b> <ul style="list-style-type: none"><li>pg 5 Journal</li><li>pg 7-8 #any of 1-6 (use the <i>MathLinks</i> Rubric)</li><li>pg 9 Monitor Your Progress</li></ul> <b>Summative Ideas</b> (at the end of the Unit) <b>Unit Resources</b> <ul style="list-style-type: none"><li>Quiz A #1</li><li>Quiz B #1</li><li>Task: T-Shirts</li></ul>	<b>Unit Resources</b> <ul style="list-style-type: none"><li>pgs 1-2 Extra Problems</li></ul> <b>Future Student Packets</b> Heads up: These topics will appear again. <ul style="list-style-type: none"><li>Lessons 6.2, 7.2, 9.1, 9.2, 9.3</li><li>Spiral Review Units 5, 8</li></ul>
3.2 Digging Deeper into Proportional Relationships					
7.RP.1 7.RP.2a 7.RP.2b 7.RP.2c 7.RP.2d  Also 7.NS.3 7.EE.3	<ul style="list-style-type: none"><li>Represent proportional relationships as equations.</li><li>Deepen understanding of the meaning of specific ordered pairs and unit rates in representations of proportional relationships.</li></ul>	<b>General Resources</b> <ul style="list-style-type: none"><li>Fraction and Decimals Operations Pre-Assessment #1-14</li><li>7-1,7-2,7-3 Pre-Assessment / #11-15 (tables, unit rates)</li><li>#16-19 (equations)</li></ul>	<b>Unit Resources</b> Essential Skills <ul style="list-style-type: none"><li>pg 1 Open Middle Problems (fraction division – bottom)</li><li>pg 2 Shady Squares (ratios)</li><li>pg 3 Double Number Lines</li><li>pg 4,a Four-In-a-Row (fraction division)</li></ul> <b>Student Packet</b> <ul style="list-style-type: none"><li>pg 10 Getting Started (finding inputs, outputs, solving equations)</li></ul>	<b>Formative Ideas</b> <b>Student Packet</b> <ul style="list-style-type: none"><li>pg 13 Monitor Your Progress</li></ul> <b>Summative Ideas</b> (at the end of the Unit) <b>Unit Resources</b> <ul style="list-style-type: none"><li>Quiz A #2, 4</li><li>Quiz B #2, 4</li><li>Task: T-Shirts</li></ul>	<b>Unit Resources</b> <ul style="list-style-type: none"><li>pgs 3-4 Extra Problems /</li></ul> <b>Future Student Packets</b> Heads up: These topics will appear again. <ul style="list-style-type: none"><li>Lessons 6.2, 7.2, 9.1, 9.2, 9.3</li><li>Spiral Review Units 5, 8</li></ul>

## 7-3 ASSESSMENT, FOLLOWUP, AND FEEDBACK

Continued

Standards / Lessons / Goals		Are Students Ready for the Lessons?		Did Students Meet Grade Level Goals?	
		Diagnostic (formative)	Intervention	Evidence	Reteaching
<b>3.3 Equations and Problems</b>					
7.G.1 7.RP.3  Also 7.NS.3 7.EE.3	<ul style="list-style-type: none"> <li>Write and solve equations created from equivalent rates.</li> <li>Solve proportional reasoning problems using multiple strategies, including equations.</li> </ul>	<b>General Resources</b> <ul style="list-style-type: none"> <li>7-1,7-2,7-3 Pre-Assessment #15 (double number lines)</li> </ul> <b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 14 Getting Started (solve one-step equations)</li> </ul>	<b>Unit Resources</b> Essential Skills <ul style="list-style-type: none"> <li>Pg 3 Double Number Lines</li> </ul> Use the equations on page 14 to review finding unknowns using an equivalent fraction strategy.	<b>Formative Ideas</b> <b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 16 Journal</li> <li>pg 21 Monitor Your Progress</li> </ul> <b>Summative Ideas</b> (at the end of the Unit) <b>Unit Resources</b> <ul style="list-style-type: none"> <li>Quiz A #3</li> <li>Quiz B #3</li> <li>Task: T-Shirts</li> <li>Project: Bubble Teas</li> </ul>	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>pgs 5-6 Extra Problems</li> </ul> <b>Future Student Packets</b> Heads up: These topics will appear again. <ul style="list-style-type: none"> <li>Lessons 6.2, 7.2, 9.1, 9.2, 9.3</li> <li>Spiral Review Units 5, 8</li> </ul>
<b>Review</b>					
7.RP.1 7.RP.2a 7.RP.2b 7.RP.2c 7.RP.2d 7.NS.3 7.EE.3 7.G.1	<ul style="list-style-type: none"> <li>Goals from Lessons 3.1, 3.2, 3.3 above</li> </ul>			<b>Formative Ideas</b> <b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 22 Poster Problems (rates)</li> <li>pg 23 Matching Activity: Nuts (representations)</li> <li>pg 24 Vocabulary Review</li> <li>pg 29 Reflection</li> </ul> <b>Summative Ideas</b> (typically part of a periodic assessment) <b>General Resources</b> <ul style="list-style-type: none"> <li>Cumulative Test 3</li> </ul>	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>pgs 1-6 Extra Problems</li> </ul> <b>Student Packet</b> <ul style="list-style-type: none"> <li>Revisit Lessons 1 – 3</li> <li>pg 0, 30-31 Revisit Word Bank and Definitions</li> </ul>

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### Continued

**Teacher Feedback:** As time permits, provide written comments to students.

- Quiz A #6: *How would the word “constant” make your explanation for the table stronger?*

**Peer Feedback:** Using the MathLinks Rubric (pgs 7-8) and Journal ideas (pgs 5, 16) are appropriate times for peer feedback. Remind students each time to think about what kinds of respectful comments or questions might be helpful for their partner.

- Practice 2 – Continued, pg 8 #6: consider *MathLinks* Rubric statement A2 (Solutions satisfy problem requirements, including quantities and units) as a focus for feedback. A complete solution may allow students to use their imagination as they consider factors other than just the proportional relationship (e.g. length of time at the park, length of lines, number of rides expected, amount of money available).
- Journal, pg 16 #1b: *Let’s talk about the vocabulary you used. I think you mixed up numerator and denominator.*

### Summary of 7-3 Watch-Fors

“Watch-fors” appear in the Teacher Edition in red italics in text boxes. Use them for formative feedback during instruction or practice, and as inspiration for written feedback on any assessments.

PAGE / PROBLEMS	WATCH-FORS
7 #2	Do students make sensible scales and correctly graph coordinates?
12 #3	Do students correctly identify parts and wholes? Consider a tape or double number line if students struggle.
17 #6	Do students set up equations correctly?