

Connecting Claims, Targets and our Montana Content Standards



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Putting Montana Students First **A+**

Quick Survey

- ❖ Familiar with Montana Content Standards for Math and ELA?
- ❖ Heard of Smarter Balanced Targets?
- ❖ Heard of Smarter Balanced Claims?



SBAC Definitions

Claims: are a broad statements that will outline the outcomes achieved with mastery of the standards within it.

Targets: Targets further clarify the knowledge and specific skills that cross over a cluster of standards.

Montana Content Standards: What students should know and be able to do.

SBAC Definitions



Overarching Claims

Overall Claim for Grades 3-8:

Students can demonstrate progress towards college and career readiness in mathematics and English language arts and literacy.

Claims

MATH

Claim #1— Concepts & Procedures

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim #2— Problem Solving

Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Claim #3— Communicating Reasoning

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim #4— Modeling and Data Analysis

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Claims

ELA

Claim #1 – Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim #2 – Writing

Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim #3 – Speaking and Listening

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim #4 – Research/Inquiry

Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Math: Claims + Targets + Standards

Claim 1: Concepts & Procedure

Grade Level Cluster headings

Targets different at each grade level

Claims 2- 4: Problem Solving, Communicating Reasoning, Modeling and Data Analysis

Assess the 8 Mathematical Practices

Targets are similar at each grade level

GRADE 3 STANDARDS

Operations and Algebraic Thinking (OA)

Represent and solve problems involving multiplication and division.

- 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 . (3.OA.1)
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. (3.OA.2)
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (3.OA.3)
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$. (3.OA.4)

Understand properties of multiplication and the relationship between multiplication and division.

- Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (3.OA.5)
- Understand division as an unknown factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. (3.OA.6)

STANDARDS FOR MATHEMATICAL PRACTICE

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.
- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

Targets for Claims 2-4

Claim 2: Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.	
Target A	Apply mathematics to solve well-posed problems in pure mathematics and those arising in everyday life, society, and the workplace. (DOK 2, DOK 3)
Target B	Select and use appropriate tools strategically. (DOK 1, DOK 2)
Target C	Interpret results in the context of a situation. (DOK 2)
Target D	Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, DOK 2, DOK 3)
Claim 3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	
Target A	Test propositions or conjectures with specific examples (DOK 2)
Target B	Construct, autonomously, ¹ chains of reasoning that will justify or refute propositions or conjectures. (DOK 3, DOK 4) ²
Target C	State logical assumptions being used. (DOK 2, DOK 3)
Target D	Use the technique of breaking an argument into cases. (DOK 2, DOK 3)
Target E	Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is. (DOK 2, DOK 3, DOK 4)
Target F	Base arguments on concrete referents such as objects, drawings, diagrams, and actions. (DOK 2, DOK 3)
Target G	At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.) (DOK 3, DOK 4)
Claim 4: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	
Target A	Apply mathematics to solve problems arising in everyday life, society, and the workplace. (DOK 2, 3)
Target B	Construct, autonomously, ¹ chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. (DOK 2, 3, 4) ²
Target C	State logical assumptions being used. (DOK 1, 2)
Target D	Interpret results in the context of a situation. (DOK 2, 3)
Target E	Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. (DOK 3, 4)
Target F	Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, 2, 3)
Target G	Identify, analyze and synthesize relevant external resources to pose or solve problems. (DOK 3, 4)

Math: Claims + Targets + Standards

Claim	Target	Standard
<p>1: Concepts and Procedures: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>	<p>A: Represent and solve problems involving multiplication and division.</p>	<p>3.OA.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. EQ</p> <p>3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p> <p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\quad} \div 3$, $6 \times 6 = ?$.</p>

ELA: Claims + Targets + Standards

Claim	Target	Standard
Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	13: Text Structures and Features: Relate knowledge of text structures or genre-specific features to analyze or integrate information.	6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). 6.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. 6.RI.7 Integrate information presented in different media or formats(e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Individual Student Report

How did my student perform on the Mathematics test?

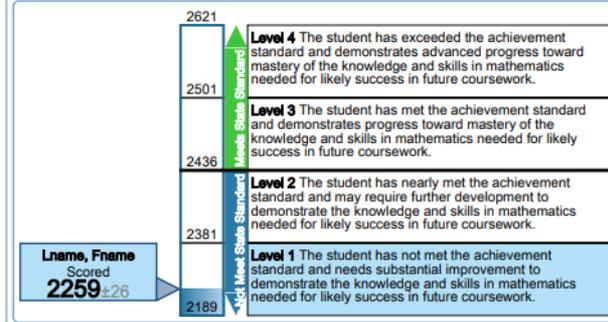
Test: Smarter Summative Mathematics Grade 3

Year: 2018-2019

Name: Lname, Fname

Overall Performance on the Smarter Summative Mathematics Grade 3 Test: Lname, Fname, 2018-2019			
Name	SSID	Scale Score	Achievement Level
Lname, Fname		2259 \pm 26	Level 1

Scale Score and Performance on the Smarter Summative Mathematics Grade 3 Test: Lname, Fname, 2018-2019



Average Scale Scores on the Smarter Summative Mathematics Grade 3 Test: Demo Institution 99999999 and Comparison Groups, 2018-2019

Name	Average Scale Score
Demo district 9999 (9999)	2224 \pm 35
Demo Institution 99999999 (9999, 9999)	2224 \pm 35

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-30) indicates a score range between 2270 and 2330.

Legend: Achievement Levels
 1 Level 1 2 Level 2 3 Level 3 4 Level 4

Performance Over Time on the Smarter Summative Mathematics Test: Lname, Fname



The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the Smarter Summative Mathematics Grade 3 Test, by Claim: Lname, Fname, 2018-2019			
Claim	Claim Performance	Claim Description	
Concepts and Procedures		Below Standard What These Results Mean Student has difficulty explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency. Next Steps With your child, arrange objects into equal groups and count the objects to practice multiplication facts. With your child, color shapes on grid paper, and find the area by counting grid squares. Divide objects into equal-sized pieces. Have your child color some pieces and describe them as fractions of the whole.	
Problem Solving and Modeling & Data Analysis		Below Standard What These Results Mean Student has difficulty solving a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student has difficulty analyzing complex, real-world scenarios and has difficulty constructing and using mathematical models to interpret and solve problems. Next Steps With your child, search the Internet for math story problems. Ask him or her what information is given and what the question is asking.	
Communicating Reasoning		Below Standard What These Results Mean Student has difficulty clearly and precisely constructing viable arguments to support their own reasoning and to critique the reasoning of others. Next Steps With your child, find fraction models online, and use them to compare fractions. Ask your child to show you how to find the values of different fractions.	

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the Smarter Summative ELA/Literacy Grade 3 Test, by Claim: Lname, Fname, 2018-2019			
Claim	Claim Performance	Claim Description	
Reading		Below Standard What These Results Mean Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts. Next Steps Read a story or article with your child and ask him or her to note unfamiliar words. Explain and discuss the meaning of the words. Ask your child about the main ideas of the text and to identify the author's point of view.	
Writing		Below Standard What These Results Mean Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences. Next Steps Ask your child to write a text that shares an opinion or information, or create a narrative of real or imagined events. The writing should include details and facts.	
Listening		At/Near Standard What These Results Mean Student may be able to employ effective listening skills for a range of purposes and audiences. Next Steps Ask your child to compare information presented in different formats (movie, book, radio, or documentary). Talk about main ideas and purpose. He or she should use supporting details.	
Research/Inquiry		Below Standard What These Results Mean Student has difficulty engaging in research and inquiry to investigate topics, and to analyze, integrate, and present information. Next Steps Ask your child to share his or her experiences or information about a topic. Show how to collect information about that topic from sources (books, articles, online information).	

Writing Performance on the Smarter Summative ELA/Literacy Grade 3 Test, Based on the Smarter Balanced Performance Task Writing Rubric: Lname, Fname, 2018-2019

Essay	Organization/Purpose	Evidence/Elaboration	Conventions
Narrative	The response was not able to be scored for the following reason: Insufficient or directly copied from the source material.	The response was not able to be scored for the following reason: Insufficient or directly copied from the source material.	The response was not able to be scored for the following reason: Insufficient or directly copied from the source material.

Online Reporting System

Target	Areas of Strongest and Weakest Performance	Areas Where Performance Indicates Proficiency
Concepts and Procedures		
Target A Write and interpret numerical expressions.	==	☹
Target B Analyze patterns and relationships.	==	☹
Target C Understand the place value system.	==	☹
Target D Perform operations with multi-digit whole numbers and with decimals to hundredths.	==	☹
Target E Use equivalent fractions as a strategy to add and subtract fractions.	==	☹
Target F Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	==	✓
Target G Convert like measurement units within a given measurement system.	+ ==	✓
Target H Represent and interpret data.	+ ==	☹
Target I Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	+ ==	✓
Target J Graph points on the coordinate plane to solve real-world and mathematical problems.	—	✗
Target K Classify two-dimensional figures into categories based on their properties.	—	☹

Legend: Areas of Strongest and Weakest Performance

- + Areas of Strengths
- == Performance is similar to performance on the test as a whole
- Area of Weakness
- * Insufficient information

Legend: Areas Where Performance Indicates Proficiency

- ✓ Above the Proficiency Standard
- ☹ At/Near Proficiency Standard
- ✗ Below the Proficiency Standard
- * Insufficient information

words and phrases used in context, or identify connections between words and their uses.	—	☹
Writing		
Narrative		
Target 1 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	==	☹
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	==	✗
Informational		
Target 3 WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	==	✗
Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.	==	☹
Opinion		
Target 6 WRITE/REVISE TEXTS: Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	==	✓
Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.	==	☹
Writing		
Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	==	☹
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	==	☹

Claims/Target ELA Sort

Directions: Split up the Target Cards around the table. Go around the table and one by one read the target card and discuss which claim it should be placed under.

CLAIM 1: READING (LITERARY & INFORMATIONAL TEXTS)

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

CLAIM 2: WRITING

Students can produce effective writing for a range of purposes and audiences.

CLAIM 3: SPEAKING AND LISTENING

Students can employ effective speaking and listening skills for a range of purposes and audiences.

CLAIM 4: RESEARCH

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

ELA: Claims + Targets

Claim 1: Reading

Literary Texts

- 1. Key Details
- 2. Central Ideas
- 3. Word Meanings
- 4. Reasoning & Evidence
- 5. Analysis within or Across Texts
- 6. Text Structures & Features
- 7. Language Use

Informational Texts

- 8. Key Details
- 9. Central Ideas
- 10. Word Meanings
- 11. Reasoning & Evidence
- 12. Analysis within or Across Texts
- 13. Text Structures & Features
- 14. Language Use

Claim 2: Writing

Write Brief Texts
Revise Brief Texts
Compose Full
Texts
Language &
Vocabulary Use
Edit

Grades 3-5:
Narrative
Opinion
Informational
General

Grades 6-8:
Narrative
Argument
Explanatory
General

Claim 3: Speaking and Listening

Target: Listen and Interpret

Claim 4: Research/Inquiry

R&I

- 2. Analyze / Integrate Information
- 3. Evaluate Information / Sources
- 4. Use Evidence

Math Item Discovery- Grade 4

3571



A class is making 7 flags. It takes $\frac{3}{4}$ of a yard of felt to make each flag.

The total number of yards of felt needed is between which two numbers?

- (A) 1 and 2
- (B) 3 and 4
- (C) 5 and 6
- (D) 7 and 8

TARGET DESCRIPTION: Interpret results in the context of a situation.

CLAIM 1: CONCEPTS & PROCEDURES

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

CLAIM 2: PROBLEM SOLVING

Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

CLAIM 3: COMMUNICATING REASONING

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others

CLAIM 4: MODELING and DATA ANALYSIS

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Math Item Discovery

3601



Carlos uses this information to plan the number of packages of juice to buy:

- He needs 480 juice boxes.
- Some packages have 6 juice boxes.
- Some packages have 8 juice boxes.

Carlos claims, "To buy exactly 480 juice boxes, I need to buy 30 packages of apple juice and 40 packages of orange juice."

Select **two** statements that must be true for Carlos's claim to be correct.

- There are 6 juice boxes in a package of apple juice.
- There are 8 juice boxes in a package of apple juice.
- There are 6 juice boxes in a package of orange juice.
- There are 8 juice boxes in a package of orange juice.

TARGET DESCRIPTION: State logical assumptions being used.

CLAIM 1: CONCEPTS & PROCEDURES

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

CLAIM 2: PROBLEM SOLVING

Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

CLAIM 3: COMMUNICATING REASONING

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others

CLAIM 4: MODELING and DATA ANALYSIS

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

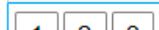
Mrs. Taylor's class is measuring the wingspans of butterflies, in inches.

They record their results in this table.

Butterfly	Wingspan (in)
Monarch	$3\frac{2}{4}$
Zebra	$2\frac{3}{4}$
Checkered White	$1\frac{2}{4}$
Tiger	?

The wingspan of the Tiger Butterfly is $\frac{3}{4}$ inch longer than that of the Monarch Butterfly.

What is the difference, in inches, between the longest and shortest wingspans?
Enter your answer in the response box.

TARGET DESCRIPTION: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).

CLAIM 1: CONCEPTS & PROCEDURES

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

CLAIM 2: PROBLEM SOLVING

Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

CLAIM 3: COMMUNICATING REASONING

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others

CLAIM 4: MODELING and DATA ANALYSIS

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Math Item Discovery

3539



Select True if the equation is true. Select False if the equation is **not** true.

	True	False
$\frac{1}{4} = \frac{3}{12}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{1}{2} = \frac{50}{100}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{9}{10} = \frac{99}{100}$	<input type="checkbox"/>	<input type="checkbox"/>

TARGET DESCRIPTION: Extend understanding of fractions equivalence and ordering.

CLAIM 1: CONCEPTS & PROCEDURES

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

CLAIM 2: PROBLEM SOLVING

Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

CLAIM 3: COMMUNICATING REASONING

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others

CLAIM 4: MODELING and DATA ANALYSIS

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

<http://bit.ly/ClaimsTargetsStandards>

Claim	Target	Standards	DOK	Item Types	
<p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p>1: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p>	<p>4.RL.1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p>	1, 2	MC, MS, HT	
	<p>2: Central Ideas: Identify or summarize central ideas/key events.</p>	<p>4.RL.2 <u>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</u></p>	2	MC, MS, EBSR, HT	
	<p>3: Word Meanings: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p>		<p>4.RL.4 <u>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</u></p>	3	ST/CR
			<p>4.L.4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</u></p>		
			<p>4.L.5c <u>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u></p>		
				1, 2	MC, MS, HT

Depth of Knowledge (DOK)

Level 1: Recall and Reproduce

Level 2: Basic Skills and Concepts

Level 3: Strategic Thinking and Reasoning

Level 4: Extended Thinking

Claims + Targets + Standards Documents

www.Contentexplorer.smarterbalanced.org

Work Time

Take time to explore the content explorer and/or the Claims/Targets/Standards documents.

- How can this help inform your instruction?

<http://bit.ly/ClaimsTargetsStandards>

Wrap Up

- What was the most useful component you found from the content explorer website?
- How do you see using claims and targets in your instructional planning?

Thank you

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