

# CMapper Template Projected/Diary Map

(Individual planned/operational curriculum evidence at school-site level)

## Recording Reminders





- **Italics the term *Resources* to set apart from Content**
- **Align to Content/Skills by recording underneath each Content listing / Make 2 dashes *before* each listing**
- **Do not write out the name of textbook, just chapter(s) or unit(s); if appropriate, specific page numbers when entire chapter/unit is or was not used.**

- **Assessments are aligned to *specific* Content-Skill statement(s) by letter/number coding. See page 3 for more specific information.**


- **Unit name is written in ALL CAPITAL LETTERS and boldfaced**

**Content = What students must KNOW (topic or conceptual)**

- **Written as a Key Noun/ Noun Phrase: Descriptor**
- **Capitalize each word**
- **For visual intra-alignment each Content listing begins with sequential alphabet letter starting with A for the first (or only) unit in s given month. *Important Intra-alignment Note: Start over with the letter "A" only when recording a new month, not after recording additional units in the same month.***

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT
October 2007	<p><b>NUMBER SENSE: PLACE VALUE/FRACTIONS</b></p> <p>A. Place Value: 0-999 </p> <p><i>Resources</i></p> <p>--Chapter 1</p> <p>--Units, Rods, Flats</p> <p>B. Fractions: <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> </p> <p><i>Resources</i></p> <p>--<i>Bingo Math</i>, pp. 52-58</p> <p>--<i>Instant Math Centers</i>, pp. 43-49</p> <p><b>DATA/STATISTICS/PROBABILITY: VISUAL REPRESENTATION</b></p> <p>C. Pictographs/Tally Charts: Up To 5 Variables </p> <p><i>Resources</i></p> <p>--Chapter 3, pp. 111-116</p> <p>--Practice Workbook, pp. 27-32</p>	<p>A1. Identify and interpret in writing placement of any given digit (e.g., 742 -- 4 is in 10s place)</p> <p>A2. Identify and interpret in writing value of any given digit (e.g., 742-- value of 4 is 40)</p> <p>A3. Write given number based on combined value</p> <p>A4. Write standard form numbers in expanded form to represent addition property</p> <p>B1. Identify in writing fractions represented by models in symbols (e.g., <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>) and words (e.g., one-fourth, three-fourths)</p> <p>B2. Represent manipulatively and in writing given fractions using models</p> <p>B3. Illustrate in writing numeric fractions using real-world examples</p> <p>C1. Interpret and answer in writing teacher- and student-generated questions pertaining to graphed data using terms and symbols: most, equal, least, more than, less than, greatest (&lt; &gt; =)</p>	<p>A1-C3. 30 Item (MC/FinB/Short Answer) Test</p> <p>A1-A2. SAME 20 Item Test</p> <p>A3. FOR Partner Problems Exercise (Evaluation: Teacher Ob/Anecdotal Records)</p> <p>A4. 10 Item Qu</p> <p>B1-B3. 20 Item</p> <p>B2. FOR Mode</p> <p>Match Up Exer</p> <p>C1-C3. Self-Selected Topic Survey Project </p> <p>C1. FOR 5 Item Graph Labeling Quiz (Evaluation: Peer Review/Student Feedback)</p> <p>C3. FOR Small-Group Graph Comparisons Discussions (Evaluation:</p>

**In any element field, use numerals to represent quantities rather than number words including 0-9. (Note: Write the appropriate number word[s] if students are literally learning them, such as four or one-fourth.)**

One space horizontally separates each Content/Skills/Assessment "sets." The one line space may be based on any element field as it depends on the length of text with the fields. Note: *When viewing a map in cyberspace the line spacing across the screen may not be even.* This is normal and not something that can be controlled. If you want an across-the-map perfect-line spacing convert the month/entire map to a WORD document  and align the text as desired to view, print out, and/or save to the document to a hard drive or flash drive.

**\*Target(s) include:**

in writing  
orally  
visually  
aurally  
manually  
electronically  
manipulatively  
kinesthetically

• When including “visually” there also needs to be a target expressing how the visual ability itself is communicated either in the same skill (e.g., visually and in writing / visually and orally) or when intra-aligned in an Assessment listing to another skill or skills that include either orally or in writing.

# PROJECTED/DIARY MAP SKILLS AND STANDARDS NOTATIONS

CONTENT	SKILLS
<b>NUMBER SENSE: PLACE VALUE/FRACTIONS</b> Place Value: 0-999 <input checked="" type="checkbox"/> <i>sources</i> Chapter 1 Units, Rods, Flats	A1. Identify and interpret in writing placement of any given digit (e.g., 742 -- 4 is in 10s place) A2. Identify and interpret in writing value of any given digit (e.g., 742-- value of 4 is 40) A3. Write given number based on combined value A4. Write standard form numbers in expanded form to represent addition property
Fractions: $\frac{1}{4}$ , $\frac{1}{2}$ <input checked="" type="checkbox"/> <i>sources</i> <i>Inigo Math</i> , pp. 52-58 <i>Instant Math Centers</i> pp. 43-49	B1. Identify in writing fractions represented by models in symbols (e.g., $\frac{1}{4}$ , $\frac{3}{4}$ ) and words (e.g., one-fourth, three-fourths) B2. Represent manipulatively and in writing given fractions using models B3. Illustrate in writing numeric fractions using real-world examples
<b>DATA/STATISTICS/PROBABILITY: VISUAL REPRESENTATION</b> Pictographs/Tally Charts: Up To 5 Variables <input checked="" type="checkbox"/> <i>sources</i> Chapter 3, pp. 114-116	C1. Interpret and answer in writing teacher- and student-generated questions pertaining to graphed data using terms and symbols: most

**Skills = What students must DO in relationship to aligned KNOWing (Content)**

- A skill statement is written as: **Measurable verb(s)/target(s)/descriptor**
- Do not begin skill statement with **Demonstrate, Understand, Know, Show, Use**. These terms are not measurable. If starting with **Apply...** must state apply “to” what: **Apply \_\_\_\_\_ to \_\_\_\_\_**
- No **Practice... Review...** as these terms indicate activity, not skill.
- Do not start skill statement with: **The student will... / The students will...**
- The first word (Measurable verb) is capitalized / No period is necessary at end of skill statement
- Include \*target(s) that inform map readers how skill is formally assessed
- Include descriptors that provide map readers with explicit, pertinent details that enhance content information, not duplicate content information
- Make certain skill statements are truly measuring skill abilities/actions and *not* listing activities/practice exercises (see page 4).

In a Projected/Diary Map the *letter coding* preceding a skill statement intra-aligns the skill statement to the content listing. The *number coding* preceding a skill statement intra-aligns the skill statement to the appropriate assessment listing(s).

• The selected (drilled-down) standard statements are intra-aligned to Content/Skills within S boxes attached after each Content listing. (Note: You may not have a letter S since CMapper provides options regarding letter selection regarding what appears in the box based on the specific standards being aligned.)

• When reading a map online, a clicked-on S box will reveal the selected (check-marked) level-of-learning expectations: **Introduce / Develop / Mastery / Reinforce** listed to the right of each standard statement. *Note: If including a cross-disciplinary S box in a single-discipline map, the cross-disciplinary standard statement(s) S box is attached directly after the appropriate skill statement(s).*

# PROJECTED/DIARY MAP ASSESSMENT NOTATIONS

## Assessments

- A teacher is accountable for measuring the learning for *all* skill statements included in a given month. In other words, there can be no unaccounted-for skill statements when comparing skill-statement codings to assessment codings.
- If there is one or more comprehensive assessments used to measure *all* or the *majority* of a month's or unit's learning, this assessment is recorded *first at the top of the month's assessment listings* using the appropriate letter/number coding regardless of *when* the assessment(s) are administered during the month.
- If an assessment or assessments measure *all* of the skill statements aligned to *one particular* Content listing, the assessment(s) are listed *first at the top of the appropriate content-skills learning set* using the appropriate letter/number coding regardless of *when* the assessment(s) are administered during the month.

## Evaluations

- If an included assessment involves *evaluative materials*, such as a rubric, checklist, or grading scale, and/or *evaluative processes*, such as teacher observation or peer review, the pertinent evaluation information is included either in parentheses directly *after* the appropriate Assessment name or as an attachment placed directly *after* the Assessment name.

## Common Abbreviations

MC = Multiple Choice  
 FinB = Fill in the Blank  
 TF = True/False  
 Short Answer or  
 Open Response = Writing  
 an answer or writing an  
 explanation

**FOR = A teacher's personally created/selected formative assessment (otherwise the assessment is assumed to be summative and therefore does not need a specialized coding)**  
**SAME = A collaboratively created/selected formative or summative assessment to be administered when desired by individual teachers**  
**COMMON = A collaboratively created/selected formative assessment to be administered simultaneously by all teachers wherein students from all teachers' classes are collaboratively evaluated as one common group. The results are analyzed and discussed as teachers collectively adjust learning to enable all students to become successful learners.**

SKILLS	ASSESSMENT
Identify and interpret in writing placement of any given digit (e.g., 7 -- 4 is in 10s place)	A1-C3. 30 Item (MC/FinB/Short Answer) Test
Identify and interpret in writing place of any given digit (e.g., 742-- place of 4 is 40)	A1-A2. SAME 20 Item Test
Write given number based on combined value	A3. FOR Partner Problems Exercise (Evaluation: Teacher Ob/Anecdotal Records)
Write standard form numbers in expanded form to represent addition or subtraction	A4. 10 Item Quiz
Identify in writing fractions represented by models in symbols (e.g., $\frac{1}{4}$ , $\frac{3}{4}$ ) and words (e.g., one-fourth, three-fourths)	B1-B3. 20 Item Test
Represent manipulatively and in writing given fractions using models	B2. FOR ModelCard/Fraction Cards Match Up Exercise
Illustrate in writing numeric operations using real-world examples	
	C1-C3. Self-Selected Topic Survey Project
	C1. FOR 5 Item Graph Labeling Quiz (Evaluation: Peer Review/Student Feedback)
	C3. FOR Small-Group Graph Comparisons Discussions (Evaluation: Teacher Ob/Anecdotal Records)

## ACTIVITIES/STRATEGIES NOTATIONS

An optional, yet recommended, element that most often appears as an element field directly to the right of the Assessment field.

SKILLS	ASSESSMENT	ACTIVITIES/STRATEGIES
		<p>A1-A3. Play a 3 team place value <i>Around the Room</i> Baseball Game</p> <p>B2-B3. Divide packages of cookies to share with the other classrooms for Fun Fridays</p> <p>C1. Evaluate teacher-created surveys of data collected about teachers, aides, custodians, secretaries, and principal in small groups</p>

**Activities**

- Activities recorded in a map highlight a teacher’s instructive practices that engage and aid in student learning and understanding. In other words, an activity that truly *enhances* the learning and is *worthy of being shared with others* are recommended to be included in a map.
- An activity’s description is meant to *summarize* the key point or points. More detailed explanations or accompanying lesson plans, directions, or handouts can be attached to the map *directly after* the activity summary.
- For intra-alignment coding purposes, activities are aligned to the appropriate skill or skills.

**Strategies**

- Strategies oftentimes are a collaboratively pre-determined set of learning supports that a grade level, department, school(s), or district wants to record to create a database regarding implementation and ongoing use.
- Selected strategies may be the same or vary from school to school, department to department, or grade level to grade level. For example, an entire school may decide to focus on mapping when *notetaking* is incorporated into the learning. In another school grade level bands each select two strategies from *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, Pollock, 2001) based on their current students’ needs. Another school may decide to record each grade levels’ *I can* statements for each discipline.
- Given that the term *strategies* can have a wide range of meanings and connotations, the term allows for flexibility over time to modify what is recorded or collected in this element field.