Grade 3, Indicator 1a

From the review: The instructional materials reviewed for Grade 1 meet expectations for assessment because above grade-level assessment items could be modified or omitted without a significant impact on the underlying structure of the instructional materials. The program allows for a Beginning-of-Year, Mid-year, End-of-Year, and Unit Assessments which assess the Grade 3 standards. There are also eight unit assessments/progress checks.

Everyday Mathematics Response

- Note two typos – Grade 1 is called instead of Grade 3 and eight unit assessment/progress checks are called out, rather than nine. This suggests that portions of text from other grade levels were copied and pasted and not generated grade-by-grade.

From the review:

The Unit Assessments, the End of the Year Assessment, and some of the Assessment Check-Ins do have a few off, grade-level assessments included. The following off, grade-level content are assessed in the Grade 3 Materials:

- On the End of the Year Assessment, question 7 assesses 5.OA.A.1; students are asked to use parentheses to solve an equation. Question 13b assesses 4.NF.A.2; students are asked to compare two different fractions with different denominators and different numerators.
- In Unit 6, on the end of the unit assessment, questions 6, 7 and 9 ask students to use parentheses to solve an equation, 5.OA.A.1. Additionally, the unit self-assessment for students has them self-assessing the use of parentheses.
- In Unit 8, on the end of the unit assessment, question 6 asks students to find factors, 4.OA.B.4.

Everyday Mathematics response

The first and second bullets from the review suggests that item 7 on the EOY assessment and items 6, 7, and 9 on the Unit 6 Progress Check assesses a Grade 5 standard for parentheses. The footnote for 3.OA.8 expects children to evaluate equations using the order of operations when no grouping symbols are present. In order to use the order of operation rules, one needs to learn about parentheses. We were confused about how one could avoid parentheses entirely both in dealing with the order of operations and more generally in addressing the distributive property of multiplication, for example. So our third grade lead author queried Bill McCallum, one of the CCSS writers, who responded as follows on his blog on September 29, 2012: And there's no rule against using parentheses if it is deemed necessary for the stage of development. In fact 3.OA.5 has an example that reads "one can find $8 \times 7 = 8 \times (5+2) = (8 \times 5) + (8 \times 2) = 40+16 = 56$." Clearly, then, our use of parentheses in Grade 3 is acceptable.

The third bullet point suggests that item 6 on the Unit 8 Progress Check asks students to find factors – this is not the case. Rather, children are asked to find at least 2 products with

a factor of 5, which supports 3.OA.6 and 3.OA.7.