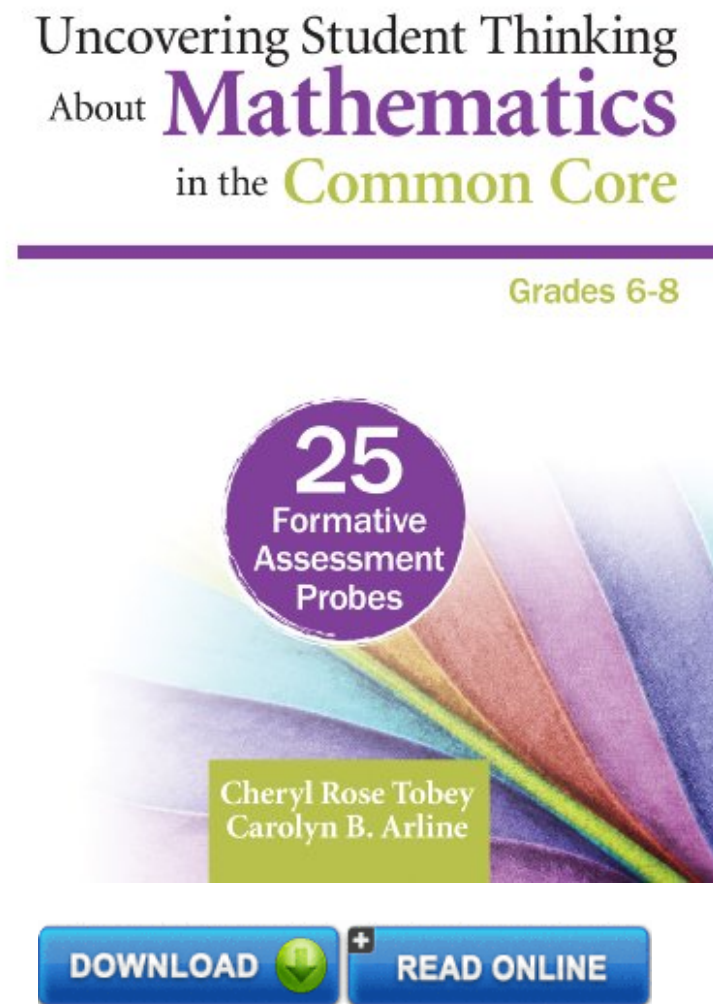


[Download pdf] Uncovering Student Thinking About Mathematics in the Common Core, Grades 6-8: 25 Formative Assessment Probes

## Uncovering Student Thinking About Mathematics in the Common Core, Grades 6-8: 25 Formative Assessment Probes

*Cheryl Rose Tobey, Carolyn B. Arline*  
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**Cheryl Rose Tobey, Carolyn B. Arline : Uncovering Student Thinking About Mathematics in the Common Core, Grades 6-8: 25 Formative Assessment Probes** before purchasing it in order to gage whether or not it would be worth my time, and all praised Uncovering Student Thinking About Mathematics in the Common Core, Grades 6-8: 25 Formative Assessment Probes:

Pinpoint and reverse math misconceptions with laser-like accuracy Quickly and reliably uncover common math misconceptions in Grades 6-8 with these convenient and easy-to-implement diagnostic tools! Bestselling authors Cheryl Tobey and Carolyn Arline provide 25 new assessment probes that pinpoint subconcepts within the new

Common Core Standards for Mathematics to promote deep learning and expert math instruction--while learning is already underway. Completely CCSS aligned, these grade-specific probes eliminate the guesswork and help teachers: Systematically address conceptual and procedural mistakes Help students better understand areas of struggle Plan targeted instruction that covers Grades 6-8 CCSS mathematical processes and proficiencies

"The formative assessment probes are the best part of this book. I love that the probes are broken down by concepts and that they are described using the QUEST process - this allows the teachers to really reflect on their teaching and how the students are learning. This book will definitely help mathematics teachers now that the CCSS are becoming such a big part of our teaching." --Debra A. Scarpelli, Middle School Mathematics Teacher (06/18/2013)

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About the Author Cheryl Rose Tobey is a senior mathematics associate at Education Development Center (EDC) in Massachusetts. She is the project director for Formative Assessment in the Mathematics Classroom: Engaging Teachers and Students (FACETS) and a mathematics specialist for Differentiated Professional Development: Building Mathematics Knowledge for Teaching Struggling Students (DPD); both projects are funded by the National Science Foundation (NSF). She also serves as a director of development for an Institute for Educational Science (IES) project, Eliciting Mathematics Misconceptions (EM2). Her work is primarily in the areas of formative assessment and professional development. Prior to joining EDC, Tobey was the senior program director for mathematics at the Maine Mathematics and Science Alliance (MMSA), where she served as the condash;principal investigator of the mathematics section of the NSF-funded Curriculum Topic Study, and principal investigator and project director of two Title IIa state Mathematics and Science Partnership projects. Prior to working on these projects, Tobey was the condash;principal investigator and project director for MMSA's NSF-funded Local Systemic Change Initiative, Broadening Educational Access to Mathematics in Maine (BEAMM), and she was a fellow in Cohort 4 of the National Academy for Science and Mathematics Education Leadership. She is the coauthor of six published Corwin books, including seven books in the Uncovering Student Thinking series (2007, 2009, 2011, 2013, 2014), two Mathematics Curriculum Topic Study resources (2006, 2012), and Mathematics Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning (2011). Before joining MMSA in 2001 to begin working with teachers, Tobey was a high school and middle school mathematics educator for ten years. She received her BS in secondary mathematics education from the University of Maine at Farmington and her MEd from City University in Seattle. She currently lives in Maine with her husband and blended family of five children.

Carolyn B. Arline is a secondary mathematics educator, currently teaching high school students in Maine. Carolyn also works as a teacher leader in the areas of mathematics professional development, learning communities, assessment, systematic school reform, standards-based teaching, learning and grading, student-centered classrooms, and technology.nbsp; She has previously worked as a mathematics specialist at the Maine Mathematics and Science Alliance (MMSA) and continues her work with them as a consultant. Carolyn is a fellow of the second cohort group of the Governorr's Academy for Science and Mathematics Educators and serves as a mentor teacher with the current cohort. She participated as a mathematics mentor in the NSF-funded Northern New England Co-Mentoring Network (NNECN) and continues her role as a mentor teacher. She serves as a board member of the Association of Teachers of Mathematics in Maine (ATOMIM) and on local curriculum committees.nbsp; Carolyn received her B.S. in secondary mathematics education from the University of Maine.