

ED 644 PK-12 Curriculum  
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Creating Curriculum Project

**Overview:** One of the main issues that I noticed throughout my curriculum review with Bridges Mathematics was the overabundance of vocabulary and words within the instruction. I am not saying that thorough explanation and instruction does not complement a set curriculum, but I have seen it raise concerns in the classroom. Some ELL students have difficulty deciphering all the new vocabulary and students that consider themselves to be low readers tend to struggle with the amount of reading required just to solve one problem. When assessing my students, I would like to specifically evaluate them on the standard that is being taught during that class. Therefore, I would not feel as if I am accurately measuring their mastery of the standard if the text attached to the math question is causing interference.

**Structure:**

1. For my creating curriculum project I chose to focus on the assessment side of the Bridges curriculum. I have taken a summative assessment piece from their curriculum and differentiated it to help improve upon some of the shortcomings I found throughout the curriculum review. One of the main things I emphasized when altering this assessment was removing and shortening the amount of text within it.
2. My reasoning for recreating this assessment was to help key in on the standard being taught. Being that this is a math curriculum, we should be assessing for students' ability to complete math-based questions. From what I have found during my curriculum review and personal experiences with Bridges is that the text heavy assessment sometimes interferes with students' ability to truly showcase their learning.
3. A main concern that my district supervisors may have with altering the assessment would be the possibility that I am not assessing the same standard with validity. All I have done to the assessment is minimize the

amount of text within it to ensure the students are being accurately evaluated for the math standard.

a. Standards Used:

- i. 5.OA.2: Write simple expressions that record calculations with numbers and interpret numerical expressions.
- ii. 5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

4. Recreated Bridges Assessment

- a. Recreated Question: If there are 140 people traveling by bus and each bus can fit 12 people, how many buses will be needed to transport everyone?
- b. Write an expression to match this problem: \_\_\_\_\_
- c. Use numbers, words, or labeled sketches to solve this problem.
- d. Write your answer, labeled with the correct units. \_\_\_\_\_

5. These changes can be seen as a simple form of differentiation and are usually done daily for students that struggle with the text. Although this is something minor, from my personal experiences, it has made the difference to a handful of my students. The language is more direct with what it is asking and doesn't try to throw off students by adding in extra numbers.

## 6. Original Bridges Assessment

Unit 3 Module 1 | Session 1 class set, plus 1 copy for display

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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**10** The fifth graders are going on an overnight camping trip. In all, there are 140 kids and adults, and they're traveling to the camp in passenger vans. If each van can carry 12 passengers, how many vans will they need to get everyone there at the same time?

- a** Write an expression to match this problem. \_\_\_\_\_
- b** Use numbers, words, or labeled sketches to solve the problem.



- c** Write your answer, labeled with the correct units, here. \_\_\_\_\_