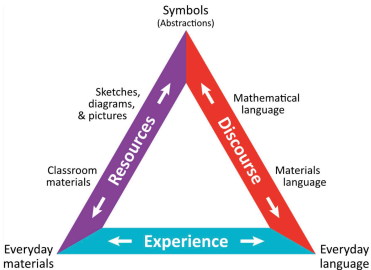
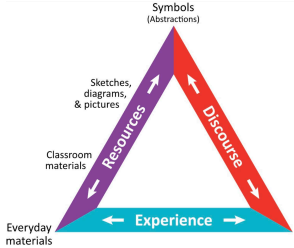


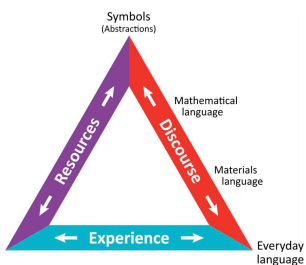
### Appendix 3

#### *Stepping Stones* Implementation Tool Glossary



### Appendix C: Glossary of Terms

Term	Description
<p><b>ORIGO model for teaching concepts</b></p> 	<p><i>ORIGO Stepping Stones</i> introduces symbols gradually and after students have had many meaningful experiences with models, including real objects, classroom materials, and 2D pictures, as shown on the left side of the diagram. Symbols are also abstract representations of spoken words, so students move through distinct language stages as depicted on the right side of the diagram.</p> <p><b>Additional Resource:</b>  <a href="https://youtu.be/pyZ0sO5W_XE">https://youtu.be/pyZ0sO5W_XE</a></p>
<p><b>Concrete-pictorial-symbolic approach</b></p> 	<p>The concrete-pictorial-symbolic approach that <i>ORIGO</i> promotes is shown on the left side of the model left. <i>ORIGO Stepping Stones</i> introduces symbols gradually, after students have had many meaningful experiences with models, including real objects, classroom materials, and 2D pictures.</p> <p><b>Additional Resource:</b>  <a href="https://youtu.be/pyZ0sO5W_XE">https://youtu.be/pyZ0sO5W_XE</a></p>

### Appendix C: Glossary of Terms

Term	Description
<p><b>Language stages</b></p> 	<p>Language is essential in helping students build an understanding of mathematical concepts. There are four stages of language development, and each is crucial to the development of deep understanding. The stages shown on the right side of the <i>ORIGO</i> model for teaching concepts and are detailed below.</p> <p><u><b>Student language</b></u></p> <p>In the first stage, the program is designed to leverage students' existing natural language to describe concepts. For example, students may use the words <i>eat</i>, <i>break</i>, <i>jump away</i>, <i>swim away</i>, or <i>spend</i> to describe situations involving subtraction. Teachers should use real-world stories and illustrations to encourage the use of this rich and meaningful language to help students build connections between their existing ideas and new concepts.</p> <p><u><b>Materials language</b></u></p> <p>In the second stage, the students' language broadens as they begin to act out stories and problems using classroom resources. This stage includes language that is exclusive to the resources being used. For example, new language such as <i>cover up</i> or <i>take away</i> may be introduced when using concrete, hands-on resources to act out subtraction stories. Similarly, if pictures are being used, the students may say <i>cross out</i> or <i>erase</i> in the context of subtraction.</p> <p><u><b>Mathematical language</b></u></p> <p>In the third stage, students begin to exhibit mathematical precision in their language. For example, in the context of subtraction, students will use the term <i>subtract</i>. In reference to two-dimensional shapes, they will start to say <i>vertex</i> to describe what they may have once called a pointy corner. At this stage, the language is often considered to be unique to mathematics.</p> <p><u><b>Symbolic language</b></u></p> <p>In the final stage, students are introduced to the symbols or notation of that concept. With subtraction, they learn that the subtraction symbol is an abbreviation for all the language used in the previous stages. It is important to note that students do not simply move through the stages. Rather, they begin by using their own natural language, then as the stories are acted out in the classroom, students add to their language and mental picture of the concept. More mathematical and, eventually, symbolic language is added to build a more comprehensive understanding of the concept.</p> <p><b>Additional Resource:</b>  <a href="https://youtu.be/6dmcQ1Z1FPo">https://youtu.be/6dmcQ1Z1FPo</a></p>

### Appendix C: Glossary of Terms

Term	Description
<b>ORIGO model for teaching skills</b> 	<p>ORIGO believes that students acquire skills over time as they engage in four distinctly different types of activities.</p> <p><b>Introducing</b> In the first stage, students are introduced to the skill using contextual situations, concrete materials, and pictorial representations to help them make sense of the mathematics.</p> <p><b>Reinforcing</b> In the second stage, the concept or skill is reinforced through activities or games. This stage provides the opportunity for students to understand the concepts and skills as it connects the concrete and pictorial models of the introductory stage to the abstract symbols of the practice stage.</p> <p><b>Practicing</b> When students are confident with a concept or skill, they move to the third stage where visual models are no longer used. This stage develops accuracy and speed of recall. Written and oral activities are used to practice the skill to develop fluency.</p> <p><b>Extending</b> As the name suggests, the fourth stage sees students extend their understanding of the concept or skill. For example, the use-tens thinking strategy for multiplication can be extended beyond the number fact range to include computation with greater whole numbers and eventually to decimal fractions.</p> <p><b>Additional Resource:</b>  <a href="https://youtu.be/UE0iaY5XMKk">https://youtu.be/UE0iaY5XMKk</a> </p>
<b>Stages of strategy development</b> 	<p>The stages of strategy development are Introduce, Reinforce, Practice, and Extend, and are described above.</p> <p><b>Additional Resource:</b>  <a href="https://youtu.be/UE0iaY5XMKk">https://youtu.be/UE0iaY5XMKk</a> </p>

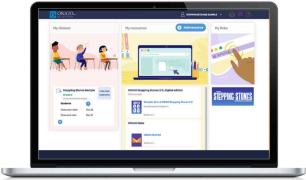

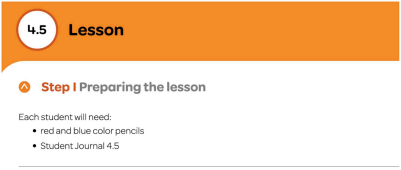
### Appendix C: Glossary of Terms

Term	Description
<p><b>Spaced teaching and practice</b></p> <p><b>Spaced Learning</b></p> 	<p>The scope and sequence of learning experiences within <i>Stepping Stones 2.0</i> have been carefully designed to promote deep understanding of mathematical concepts and fluency of skills. Mathematics contains many concepts and skills that are closely interconnected. In <i>Stepping Stones 2.0</i>, the key ideas and skills within these topics have been identified and placed in smaller blocks to be learned over time. In the lessons, work is included to help students fully comprehend what is being taught alongside the other content development. Consequently, when students come to a new topic, it can be easily connected to previous work. Each of these learning experiences builds on what has been learned previously. It is during the interim, between the experiences, that students are engaged in appropriate practice to maintain concepts and skills. Because of this spaced learning approach, and the opportunity for practice in between, students exhibit better preparation and retention. This means they are better prepared to build on a topic when it is revisited.</p> <p><b>Additional Resources:</b></p> <p><a href="https://www.youtube.com/watch?v=d2l1JVQfkko">https://www.youtube.com/watch?v=d2l1JVQfkko</a></p> <p><a href="https://www.origoeducation.com/research-and-case-studies/">https://www.origoeducation.com/research-and-case-studies/</a></p>
<p><b>Learning target(s)</b></p> 	<p>Standards are markers for student learning at the end of a given school year. During that time, assessment of more specific learning targets ensures students are progressing as required. Each lesson in <i>Stepping Stones 2.0</i> includes specific standards-driven learning targets to help teachers monitor how students are progressing toward the standard.</p> <p>The left-hand side of that continuum is where early learning takes place. As students progress in their development, they will move up and to the right on that continuum, as shown on the staircase illustration.</p>


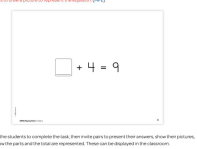


### Appendix C: Glossary of Terms

Term	Description
<p><b>Standards for Mathematical Practice (SMPs)</b></p> <pre> graph TD     A["1. Make sense of problems and persevere in solving them. 6. Attend to precision."] --&gt; B["2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others."]     A --&gt; C["4. Model with mathematics. 5. Use appropriate tools strategically."]     A --&gt; D["7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 9. Look for and make use of structure."]         </pre>	<p>The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should strive to develop in their students. These practices rest on important <i>processes</i> and <i>proficiencies</i> that have longstanding importance in mathematics education. First are the NCTM process standards of problem-solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report <i>Adding It Up</i>. The strands are: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.)</p>

### Appendix C: Glossary of Terms


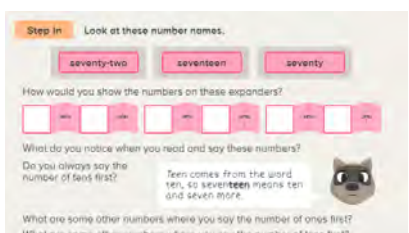
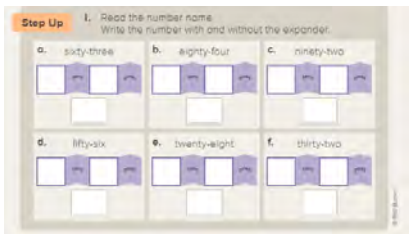
Term	Description
<b>Digital Teacher Edition</b> 	<p>The Digital Teacher Edition is delivered online to give teachers one central location to access all their lesson plans, student activity pages, and teaching tools. The Digital Teacher Edition gives instant access to all content for Grades K–6. One of the great benefits of a digital delivery platform is the ease with which <i>ORIGO Education</i> can immediately update content, offer updates, and/or provide enhancements.</p>
<b>Print Teachers Edition</b> 	<p>There are two printed teacher editions for each grade level. One book covers modules 1–6 and the other covers module 7–12.</p>
<b>Lesson Step 1: Preparing the lesson</b> 	<p>Step 1 lists the materials needed to teach the lesson.</p>

### Appendix C: Glossary of Terms



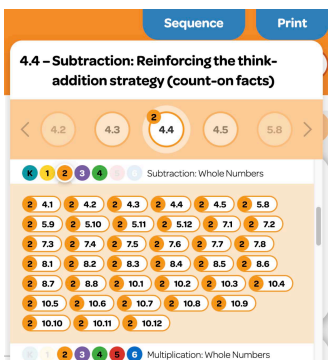
Term	Description
<p><b>Lesson Step 2: Starting the lesson</b></p> <p><b>Step 2 Starting the lesson</b> 5-10 minutes</p> <p>Project slide 1 as shown, and discuss the points below (HFO).</p>  <ul style="list-style-type: none"> <li>What do you see in the picture?</li> <li>What are the parts and the total?</li> <li>What addition fact could you write?</li> <li>What subtraction fact could you write?</li> </ul> <p>Establish there are four possible facts that represent the information in the picture and these four facts are called a fact family. If students are unfamiliar with the term, explain that a fact family is a group of addition and subtraction facts that use the same parts and total. Present these by working through four more picture problems (slides 2 to 5) (HFO).</p>	<p>Step 2 launches the lesson with the context of previous learning and appropriate questions to spark classroom discussion. This step often provides an activity that is appropriate for a number sense routine or number talk.</p>
<p><b>Lesson Step 3: Teaching the lesson</b></p> <p><b>Step 3 Teaching the lesson</b> 10-15 minutes</p> <p>Project the word problem (slide 6) and ask, What are the two parts in the problem? What is the total? What addition and subtraction facts can you write to represent the problem? (HFO) Organize students into pairs and assign roles. Have the students work together to make their equations with the correct operation. Present four facts that use the same parts and total to the equation then draw and put it on the board. Encourage other students to suggest and support if correct (HFO). Encourage students to provide questions such as:</p> <ul style="list-style-type: none"> <li>Is this the right way to write this?</li> <li>What is the total? What are the parts?</li> <li>Is this correct?</li> <li>Is this the right way to write this?</li> </ul> <p>Project slide 8 as shown, and discuss the points. Then say, Write the missing number in the equation. Write the correct operation and draw the picture. Ask the students to write the facts to make the whole family. Use the fact family to draw pictures to represent the equation. (HFO)</p>  <p>Allow time for the students to complete the task, then invite pairs to present their answers, show their pictures, and explain how the parts and the total are represented. These can be displayed if it is necessary.</p> <p>Project the Step In discussion then Student Journal 4.5 and work through the questions with the whole class. Read the Step In and Step In discussion questions with the students. Make sure they know what to do, then have them work independently to complete the tasks.</p> <p><b>Student Journal 4.5</b></p>	<p>Step 3 builds conceptual understanding through language-rich learning, visual representations, and engaging student-centered activities.</p>
<p><b>Step In discussion</b></p> <p><b>Step In Subtraction: Writing fact families (count-on facts)</b></p> <p>Rita wrote two stories to match this picture.</p>  <p><b>Addition story</b> Five birds are on the fence and two are in the air. There are seven in total.</p> <p><b>Subtraction story</b> Seven birds were on the fence. Two flew away so five are left.</p> <p>In each story the total is 7 and the parts are 5 and 2.</p> <p>What addition and subtraction facts can you write with all three numbers?</p>  <p>Four facts with the same parts and total together make a <b>fact family</b>.</p> <p><small>©2020 Stepping Stones 2.0. All rights reserved.</small></p>	<p>This step is in the last bullet of Step 3 in each lesson for grades 1-6. It provides discussion points to summarize the lesson as students transition to individual practice. The projectable Step In discussion slides can be found under the "Resource preview" on the right side of the Lesson Notes in the Digital Teacher Edition. Each point or question can be revealed and discussed in the class, one step at a time.</p>
<p><b>Lesson Step 4: Reflecting on the work</b></p> <p><b>Step 4 Reflecting on the work</b> 5-10 minutes</p> <p>Discuss the students' answers to Student Journal 4.5.</p> <p>Project a pair of fours (slide 9) and say, These are the parts. What addition facts and subtraction facts can we write? Have volunteers write the four facts on the board. Highlight how the two addition facts are the same and the two subtraction facts are the same. Ask, What is another pair of numbers that will have a fact family like this? Does anyone know what we call these pairs of numbers? (Doubles.)</p>	<p>Step 4 consolidates student understanding and practice with intentional closure conversations.</p>



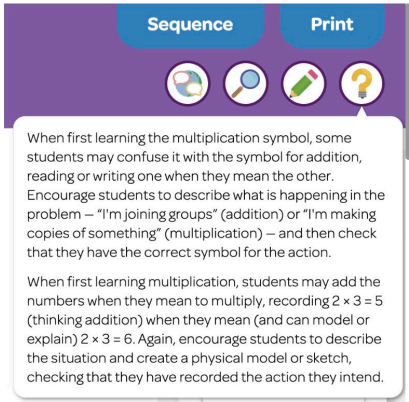
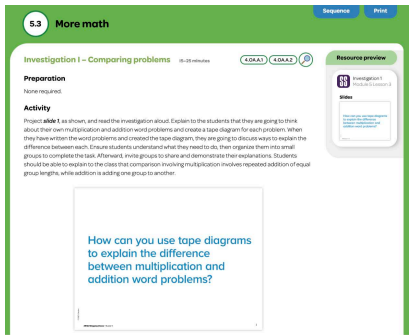
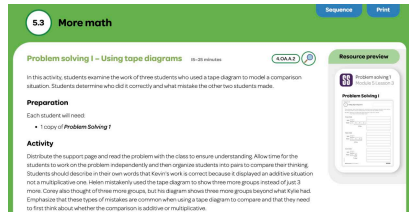
### Appendix C: Glossary of Terms

Term	Description
<b>Student Journal</b> 	<p><i>Stepping Stones</i> resources come in both print and digital formats for students. The print student journals are colorful and carefully designed to be age-appropriate. Age-appropriate details include consideration given to font size, as well as the amount of space and scaffolding provided for answers. Additionally, the kindergarten print journal is printed single-sided with perforated pages for hands-on experiences that require students to cut out, arrange, and paste images. Each <i>ORIGO Stepping Stones</i> Grade K lesson is supported by one or two student journal pages. In Grades 1–6, there are two pages for each lesson.</p> <p>The online, interactive student journals have accessibility features to aid students in answering the questions. Text-to-speech is embedded into the interactive student journals for students who struggle with reading.</p> <p>The parts of the student journal are defined below.</p>
<b>Student Journal: Step In</b> 	<p>The Step In provides teachers with guided discussion points to summarize the lesson. When the lesson is complete, it becomes a record of learning that students can access when they need help with future lessons.</p>
<b>Student Journal: Step Up</b> 	<p>The Step Up provides work for students to complete independently or with guidance, based on the discussion generated in the Step In. When completed independently, the Step Up can provide a check for understanding, or an exit ticket to inform future instruction.</p>

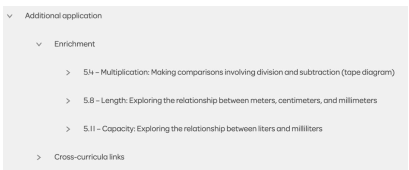
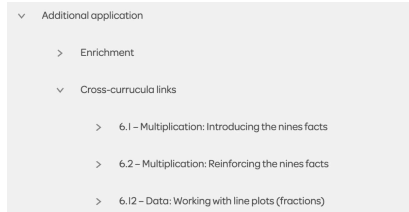
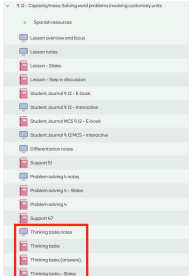
### Appendix C: Glossary of Terms

Term	Description
<p><b>MathEd</b></p>  <p>Computation strategies</p> <ul style="list-style-type: none"> <li>Addition and subtraction           <ul style="list-style-type: none"> <li>BAMS Using Mental Strategies to Add</li> <li>BH03 Using a Hands-On Approach to Develop Mental Strategies for Addition</li> <li>BH04 Using a Hands-On Approach to Develop Mental Strategies for Subtraction</li> <li>CIAF An Introduction to Teaching Addition Number Facts</li> <li>CAS1 Teaching the Count-On Strategy for Addition Number Facts</li> <li>CAS2 Teaching the Use-Doubles Strategy for Addition Number Facts</li> </ul> </li> </ul> 	<p><i>ORIGO MathEd</i> is a library of professional learning videos for contemporary Grades K–6 math methods, presented by respected mathematics educators. Hosted by James Burnett, these dynamic sessions provide practical skills to help develop deep understanding of mathematics concepts.</p> <p>Short videos are embedded at the start of modules to assist teachers acquire the content and pedagogical knowledge they need to be effective.</p> <p>Easy-to-follow facilitator notes accompany each <i>ORIGO MathEd</i> session. These notes can be used to help plan and present professional learning activities for groups of teachers.</p>
<p><b>Coherence:</b></p> <p><b>Coherence chart</b></p> <p><b>Coherence</b></p> <p>This table shows how the big ideas in this module connect with prior and future content.</p> <p><b>In this module</b></p> <p><b>Lessons 4.1–4.5</b> focus on reviewing the concept of subtraction, the count back and think-addition strategies for the count-on facts within 20, and applying the commutative property. This work reinforces experiences with the count-on subtraction facts (0.6–1.5.3) and continues the development of fact fluency within 20. It also serves as a foundation for selecting the strategy to two-digit numbers (2.7.1–2.7.3).</p> <p><b>Lessons 4.6–4.12</b> focus on introducing the customary units of length (inches, feet, and yards). This builds on earlier work involving direct and indirect comparisons and using non-standard units of measure (1.3.9–1.3.10) and serves as a foundation for introducing metric units of length (2.9.9–2.9.10).</p> <p><b>Sequence navigator</b></p> 	<p>ORIGO Education believes that content taught conceptually, in a logical, learner-friendly sequence develops deep understanding and success. A coherent curriculum is a part of this method of sequencing content and is demonstrated in <i>Stepping Stones</i> lessons in a number of ways. Coherence occurs when students make connections from lesson to lesson, across math topics, and from grade to grade, so that each learning target is an extension of previous learning. <i>Stepping Stones</i> lessons are designed to ensure these connections.</p> <p>There are two major supports to help teachers understand coherence and provide differentiation for their students: The Coherence page found in "Preparing for the module", and the Sequence navigator.</p> <p>The Coherence page identifies prerequisite skills and content for the learning targets in the module, and guides teachers to lessons that build those skills and content.</p> <p>The Sequence navigator is found in the Lesson and Differentiation Notes in the Digital Teacher Edition. It provides quick access to mathematical topics, making it easy for teachers to jump forward and back to provide coherent instruction for students, no matter what their level of understanding.</p>

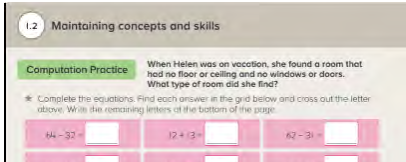
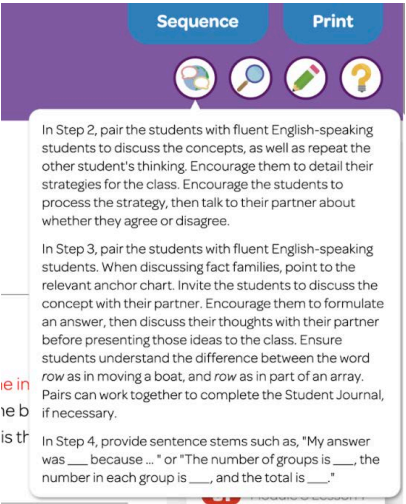
## Appendix C: Glossary of Terms

Term	Description
<p><b>Common errors and misconceptions</b></p>  <p>When first learning the multiplication symbol, some students may confuse it with the symbol for addition, reading or writing one when they mean the other. Encourage students to describe what is happening in the problem – “I’m joining groups” (addition) or “I’m making copies of something” (multiplication) – and then check that they have the correct symbol for the action.</p> <p>When first learning multiplication, students may add the numbers when they mean to multiply, recording <math>2 \times 3 = 5</math> (thinking addition) when they mean (and can model or explain) <math>2 \times 3 = 6</math>. Again, encourage students to describe the situation and create a physical model or sketch, checking that they have recorded the action they intend.</p>	<p>Information about common errors and misconceptions can be found at two levels inside the Digital Teacher Edition. Each lesson has a section on Common errors and misconceptions in the Overview and focus found in “Teaching the lesson”. Additionally, hovering over the question mark icon within the Lesson notes provides ideas about possible common errors and misconceptions and how to avoid them.</p>
<p><b>Investigations</b></p>  <p><b>Investigation 1 - Comparing problems</b> 10-15 minutes</p> <p><b>Preparation</b> None required</p> <p><b>Activity</b> Project <b>able</b> is shown, and read the investigation aloud. Explain to the students that they are going to think about their own multiplication and addition word problems and create a tape diagram for each problem. When they have written the word problems and created the tape diagram, they are going to discuss what to explain the difference between each. Ensure students understand what they need to do. They organize themselves into small groups to complete the task. Afterward, invite groups to share and demonstrate their explanations. Students should be able to explain to the class that comparison involving multiplication involves repeated addition of equal group lengths, while addition is adding one group to another.</p> <p>How can you use tape diagrams to explain the difference between multiplication and addition word problems?</p>	<p>Lessons 3, 7, and 11 in each <i>ORIGO Stepping Stones</i> module within Grades 1 – 6 include micro investigations. These give the students the opportunity to apply the mathematics they have learned. These activities are open-ended in nature and often require the students to collect, represent, and analyze data.</p>
<p><b>Problem solving</b></p>  <p><b>Problem solving 1 - Using tape diagrams</b> 10-15 minutes</p> <p>In this activity, students examine the work of three students who used a tape diagram to model a comparison situation. Students determine who did it correctly and what mistake the other two students made.</p> <p><b>Preparation</b> Each student will need: • Tapes of Problem Solving 1</p> <p><b>Activity</b> Distribute the support page and read the problem with the class to ensure understanding. Allow time for the students to work on the problem independently and then organize students into pairs to compare their thinking. Students should describe in their own words that each work is correct because it displayed an addition situation not a multiplicative one. When mistakes used the tape diagram to show three more groups instead of just 3 more. Compare the length of the three more groups. But the diagram shows three more groups because what is expected. Emphasize that these types of mistakes are common when using a tape diagram to compare and that they need to first think about whether the comparison is additive or multiplicative.</p>	<p>Lessons 3, 7, and 11 in each <i>ORIGO Stepping Stones</i> module within Grades 1 – 6 include problem solving activities. Teachers can use these when they deem appropriate.</p>

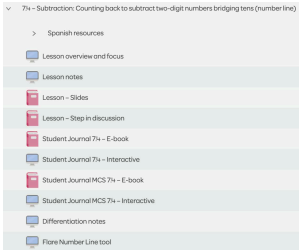
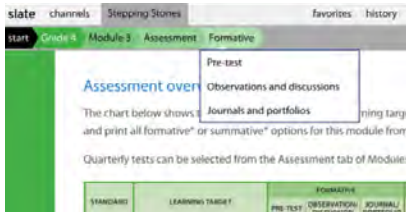
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Term	Description
<b>Enrichment</b> 	<p>Each <i>ORIGO Stepping Stones</i> module in Grades K – 6 contains enrichment activities to enrich student learning. These are found under "Additional application" in each module.</p>
<b>Cross-curricula</b> 	<p>Each <i>ORIGO Stepping Stones</i> module in Grades K – 6 also contains Cross-curricula activities where the mathematics of each module can be used or explored further in science, history, or English. These are found under "Additional application" in each module.</p>
<b>Thinking tasks</b> 	<p>Thinking tasks pose real-world problems that engage students' thinking in all grades. Each task increases in difficulty as students progress through the questions. The tasks are available in Modules 3, 6, 9, and 12, and are found in "Teaching the lesson" within Lesson 12. They are designed to create a culture that engages and inspires learners while developing their confidence and perseverance in the face of challenging problems.</p> <p>Thinking task rubrics provide depth of knowledge levels for each question.</p>

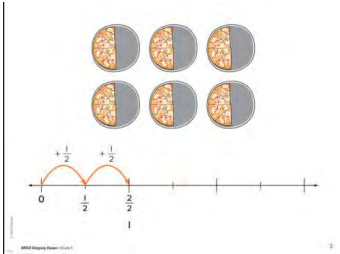
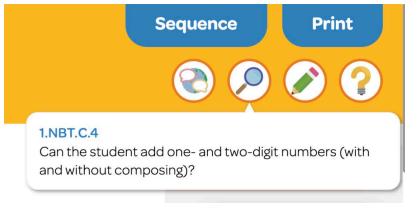


### Appendix C: Glossary of Terms

Term	Description
<p><b>Maintaining concepts and skills</b></p> 	<p>Ongoing practice is an essential element of the scope and sequence of <i>Stepping Stones 2.0</i>. It is an integral part of the learning experiences students need to meet the expected standards by the end of the school year.</p> <p>Opportunities for practice are provided after every lesson. In Kindergarten, daily practice opportunities are provided in the Practice Book. A projectable fluency tool in Lessons 1, 3, and 5 of each module provides additional practice. These are found in the Resource preview of the Whole group Lesson notes.</p> <p>In Grades 1 – 6, Lessons 1, 5, and 9 provide a projectable fluency practice tool in the Resources preview of the Lesson notes. The even numbered lessons in Grades 1 – 6 include two additional journal pages for maintaining concepts and skills. These pages offer practice opportunities for previously learned concepts and skills, as well as activities to prepare for the upcoming module.</p>
<p><b>ELL supports</b></p> 	<p><i>ORIGO Stepping Stones</i> provides a language-rich curriculum where English Language Learners (ELL) can acquire mathematics in a natural second-language progression by listening, speaking, reading, and writing. Each lesson includes accommodations to be aware of when teaching the lesson to ensure scaffolding of content, and misconceptions of language are addressed. Since there may be several stages of language development in your classroom, you will need to use your professional judgment to select which accommodations are best suited to each learner.</p> <p>ELL advice is provided for each lesson in the Digital Teacher Edition. Find these supports by hovering over the ELL icon (two speech bubbles).</p>

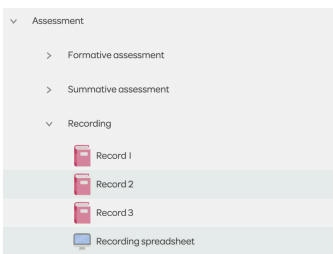
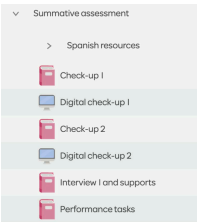
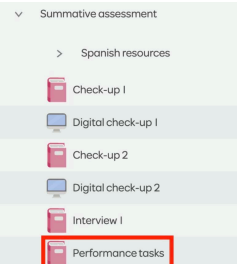
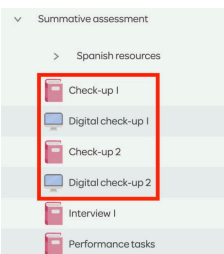
### Appendix C: Glossary of Terms

Term	Description
<b>Differentiation</b> 	<p>Each lesson in the <i>ORIGO Stepping Stones</i> program also includes differentiation activities up to three levels: Extra Help, Extra Practice, and Extra Challenge.</p>
<b>Formative assessment</b> 	<p>Formative assessment is used to make informed decisions to guide instruction. These decisions could range from reviewing content, reteaching concepts, or providing additional work for students who require extra assistance or challenges. Formative assessment can occur informally during lessons with observations of students working and their discourse, or formally with written instruments such as pre-tests or journal entries.</p>

### Appendix C: Glossary of Terms

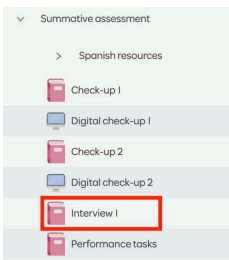
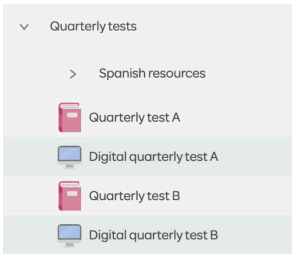
Term	Description
<b>Projectables</b> 	<p>Instead of drawing images or writing problems on the board, the Digital Teacher Edition includes projectable resources, embedded where they are needed.</p> <p>A wide variety of projectables can be found under the Resource preview within each Lesson notes, as well as in other areas such as Differentiation notes, Investigation notes, or Problem solving notes.</p>
<b>Journals and portfolios</b> 	<p>Lessons and activities help to identify learning, as is evidenced by work samples or through observation and discussions or other student behaviors.</p> <p>Two icons within lessons offer suggestions for assessing formatively through journals and portfolios. The magnifying glass icon has suggestion for observations and discussions, while the pencil icon provides suggestions for journals and portfolios.</p> <p>Ideas for journals and portfolios can be found in the Module assessment overview in every "Preparing for the module".</p>
<b>Digital Student Assessment (DSA)</b>  <b>Digital assessment reporting tools</b> 	<p><i>ORIGO Stepping Stones 2.0</i> provides online student assessments for each instructional quarter in Grades 1 – 6. Each assessment offers a variety of technology – enhanced item types, such as open response and multiselect.</p> <p>Digital Pre-tests and Check-ups are available for each module, Grade 1 – 6.</p> <p>Digital Assessment reports are downloadable and can be viewed in various formats. There is a whole-class report designed with a traffic light reporting format so teachers can quickly see which question each student responded to correctly or not. Reports can be sorted by standard, by domain, or by cluster. Teachers can also view individual student reports and see how long it took a student to respond to each question.</p>

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Term	Description
<b>Print assessment reporting tools</b> 	<p><i>Stepping Stones 2.0</i> provides options for recording student progress in each module. There is also a downloadable spreadsheet for teacher to digitally record student progress by standard over the course of a year.</p>
<b>Summative assessment</b> 	<p>Summative assessment generally takes place at planned intervals after instruction. It is used to sum up what students know. Used wisely, summative assessments can also serve as formative role and help guide instruction. Formal <i>ORIGO Stepping Stones</i> print summative assessments include check-ups, performance tasks, and interviews. The check-ups are available for teachers to assign digitally to students in Grades 1 – 6.</p>
<b>Performance tasks</b> 	<p>These tasks offer a deeper measure of understanding of one or two learning targets in Grades K – 6.</p>
<b>Check-ups</b> 	<p>These provide questions that require the student to select the correct answer, or to write a short response. These assessments can be used to determine what the student has retained from a lesson, and will usually parallel the pre-test.</p>



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Term	Description
<b>Interviews</b> 	<p>Interviews are used to assess a student's understanding of certain concepts and skills, such as the fluency of rote counting, or mental computation, which are more difficult to assess solely from paper-and-pencil methods.</p>
<b>Quarterly tests</b> 	<p>Quarterly tests are provided with modules 3, 6, 9, and 12. They assess key learning targets taught in the three modules of that quarter. The information can show how well students are maintaining concepts and skills.</p>