

GRADE 7 INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY :
MATHEMATICS

DIRECTIONS: Every teacher in the school should answer **Self Assessment Question A and B** by indicating **1, 2, 3, or 4** under columns **A and B** for each indicator on the tables below.

Note: All teachers (classroom, special education, Title I, art, p.e., etc.) are asked to complete this survey for the school because improving achievement on the state assessments is the responsibility of all teachers in the building, not just the teacher at the grade level that the assessment is given.

<p>Self-Assessment A: Content Expertise</p> <p>What is your level of content expertise or knowledge for each of the assessed indicators?</p> <p>1. Surface Understanding 4. Deep Understanding</p>
<p>Self-Assessment B: Confidence Teaching Assessed Indicators</p> <p>How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?</p> <p>1. Not Confident 4. Highly Confident</p>

Knowledge Base Indicators: <i>Statements of mathematical facts, concepts, and/or procedures, which a student should know and/or be able to do.</i>	A				B			
	1	2	3	4	1	2	3	4
1.4.K2a-d performs and explains these computational procedures: a) adds and subtracts decimals from ten millions place through hundred thousandths place; b) multiplies and divides a four-digit number by a two-digit number using numbers from thousands place through thousandths place; c) multiplies and divides using numbers from thousands place through thousandths place by 10; 100; 1,000; .1, .01; .001; or single-digit multiples of each; d) adds, subtracts, multiplies, and divides fractions and expresses answers in simplest form								
1.4.K5 finds percentages of rational numbers								
2.1.K1a-b identifies, states, and continues a pattern presented in various formats including numeric (list or table), algebraic (symbolic notation), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written using these attributes: a) counting numbers including perfect squares, cubes, and factors and multiples (numbers theory); b) positive rational numbers including arithmetic and geometric sequences (arithmetic: sequence of numbers in which the difference of two consecutive numbers is the same, geometric: a sequence of numbers in which each succeeding term is obtained by multiplying the preceding term by the same number)								
2.1.K4 states the rule to find the n^{th} term of a pattern with on operational change (addition or subtraction) between consecutive terms.								
2.2.K7 knows the mathematical relationship between ratios, proportions, and percents and how to solve for a missing term in a proportion with positive rational numbers solutions and monomials.								
2.2.K8 evaluates simple algebraic expressions using positive rational numbers.								
3.1.K3a-g identifies angle and side properties of triangles and quadrilaterals: a) sum of the interior angles of any triangle is 180° ; b) sum of the interior angles of any quadrilateral is 360° ; c) parallelograms have opposite sides that are parallel and congruent; d) rectangles have angles of 90° , opposite sides are congruent; e) rhombi have all sides the same length, opposite angles are congruent; f) squares have angles of 90° , all sides congruent; g) trapezoids have one pair of opposite sides parallel and the other pair of opposite sides are not parallel.								
3.2.K4 knows and uses perimeter and area formulas for circles, squares, rectangles, triangles, and parallelograms								
3.2.K6a-b uses given measurements formulas to find: a) surface area of cubes, b) volume of rectangular prisms								
4.2.K1a-g organizes, displays, and reads quantitative (numerical) and qualitative (non-numerical) data in a clear, organized, and accurate manner including a title, labels, categories, rational number intervals using these data displays: a) frequency tables and the line plots; b) bar, line, and circle graphs; c)Venn diagrams or other pictorial displays; d) charts and tables; e) stem-and-leaf plots (single); f) scatter plots; g) box-and-whiskers plots								

