OPEN MIDDLE & SPIES AND ANALYSTS

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WANT THE RESOURCES?

Text the message:

HMHWEBINAR

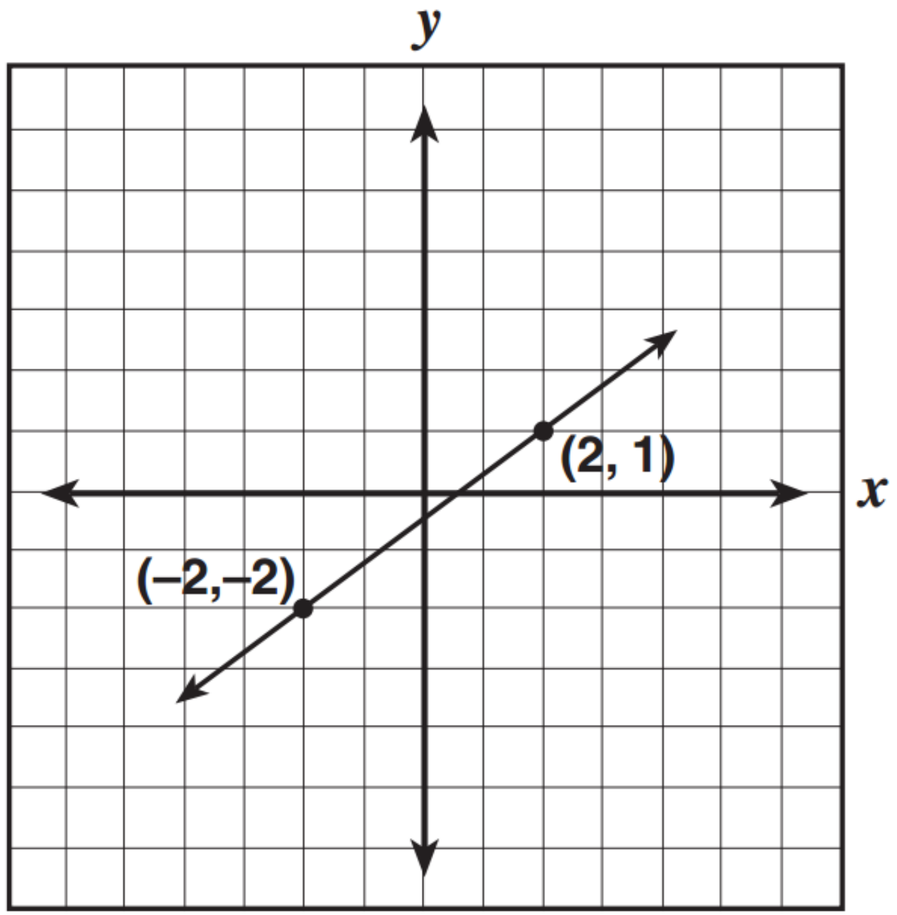
To 44222

GOALS

- ❑ WHY DO WE NEED OPEN MIDDLE?
- ❑ HOW ARE THEY DIFFERENT?
- ❑ WHERE CAN I GET MORE?
- ❑ HOW CAN SPIES AND ANALYSTS HELP ME?
- ❑ WHAT DOES IT LOOK LIKE IN ACTION?

Student Name	ID Number	Perf. Level	Scaled Score	Mathematics Clusters (Clusters where the percent correct is shown in bold represent proficiency for that cluster.)											
				Rational numbers		Exponents, powers, and roots		Quantitative relationships and evaluating expressions		Multi-step problems, graphing, and functions		Measurement and geometry		Statistics, data analysis, and probability	
				Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
[redacted]	[redacted]	ADV	476	13	93%	8	100%	8	80%	14	93%	12	92%	5	100%
[redacted]	[redacted]	ADV	464	13	93%	7	88%	8	80%	15	100%	11	85%	5	100%
[redacted]	[redacted]	ADV	453	10	71%	8	100%	10	100%	14	93%	11	85%	5	100%
[redacted]	[redacted]	ADV	453	13	93%	8	100%	9	90%	12	80%	11	85%	5	100%
[redacted]	[redacted]	ADV	444	14	100%	7	88%	8	80%	13	87%	10	77%	5	100%
[redacted]	[redacted]	ADV	444	12	86%	8	100%	8	80%	15	100%	10	77%	4	80%
[redacted]	[redacted]	ADV	444	13	93%	8	100%	8	80%	14	93%	9	69%	5	100%
[redacted]	[redacted]	ADV	435	12	86%	6	75%	9	90%	14	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	435	12	86%	6	75%	8	80%	14	93%	11	85%	5	100%
[redacted]	[redacted]	ADV	435	13	93%	7	88%	9	90%	12	80%	10	77%	5	100%
[redacted]	[redacted]	ADV	427	13	93%	6	75%	9	90%	12	80%	10	77%	5	100%
[redacted]	[redacted]	ADV	427	13	93%	7	88%	6	60%	13	87%	11	85%	5	100%
[redacted]	[redacted]	ADV	427	14	100%	5	63%	7	70%	14	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	421	13	93%	6	75%	6	60%	14	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	421	11	79%	5	63%	9	90%	13	87%	11	85%	5	100%
[redacted]	[redacted]	ADV	414	12	86%	6	75%	8	80%	11	73%	11	85%	5	100%
[redacted]	[redacted]	ADV	414	12	86%	8	100%	8	80%	13	87%	8	62%	4	80%
[redacted]	[redacted]	PRO	408	11	79%	6	75%	9	90%	11	73%	10	77%	5	100%
[redacted]	[redacted]	PRO	402	12	86%	8	100%	9	90%	8	53%	11	85%	3	60%
[redacted]	[redacted]	PRO	402	8	57%	7	88%	8	80%	13	87%	10	77%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	6	75%	7	70%	13	87%	8	62%	4	80%
[redacted]	[redacted]	PRO	402	11	79%	5	63%	7	70%	11	73%	12	92%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	7	88%	9	90%	10	67%	7	54%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	7	88%	7	70%	11	73%	8	62%	5	100%
[redacted]	[redacted]	PRO	396	10	71%	6	75%	9	90%	14	93%	7	54%	4	80%
[redacted]	[redacted]	PRO	396	12	86%	8	100%	6	60%	9	60%	11	85%	4	80%

52 What is the slope of this line?



A $\frac{1}{2}$

B $\frac{3}{4}$

C 1

D $\frac{4}{3}$

Source: California Released Test Questions (7th Grade Math)


X-RAY
VISION

Mathematics Clusters

(Clusters where the percent correct is shown in bold represent proficiency for that cluster.)

Student Name	ID Number	Perf. Level	Scaled Score	Rational numbers		Exponents, powers, and roots		Quantitative relationships and evaluating expressions		Multi-step problems, graphing, and functions		Measurement and geometry		Statistics, data analysis, and probability	
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[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	10	77%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	10	77%	4	80%
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[redacted]	[redacted]	[redacted]	[redacted]	12	[redacted]	[redacted]	75%	[redacted]	[redacted]%	[redacted]	[redacted]	10	77%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	12	[redacted]	[redacted]	75%	[redacted]	[redacted]%	[redacted]	[redacted]	11	85%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	88%	[redacted]	[redacted]	[redacted]	[redacted]%	10	77%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	6	75%	[redacted]	[redacted]	[redacted]	[redacted]%	10	77%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	7	88%	[redacted]	[redacted]	[redacted]	[redacted]7%	11	85%	5	100%
[redacted]	[redacted]	ADV	[redacted]	[redacted]	[redacted]	5	63%	[redacted]	[redacted]	[redacted]	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	[redacted]	[redacted]	[redacted]	6	75%	6	[redacted]	[redacted]	93%	10	77%	5	100%
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- [x] WHY DO WE NEED OPEN MIDDLE?
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PROBLEM ONE

Solve for x.

$$21 + x = 70$$

PROBLEM TWO

Using the digits 1 to 9, at most one time each, create two equations: one where x has a positive value and one where x has a negative value.

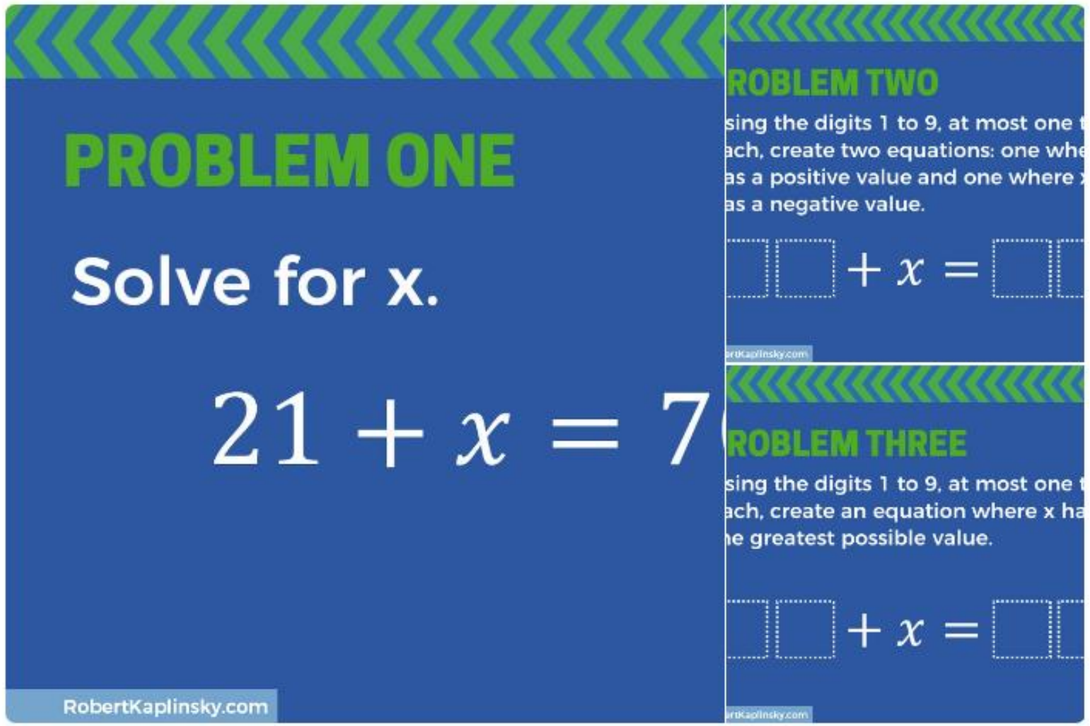
PROBLEM THREE

Using the digits 1 to 9, at most one time each, create an equation where x has the greatest possible value.

$$\square\square + x = \square\square$$

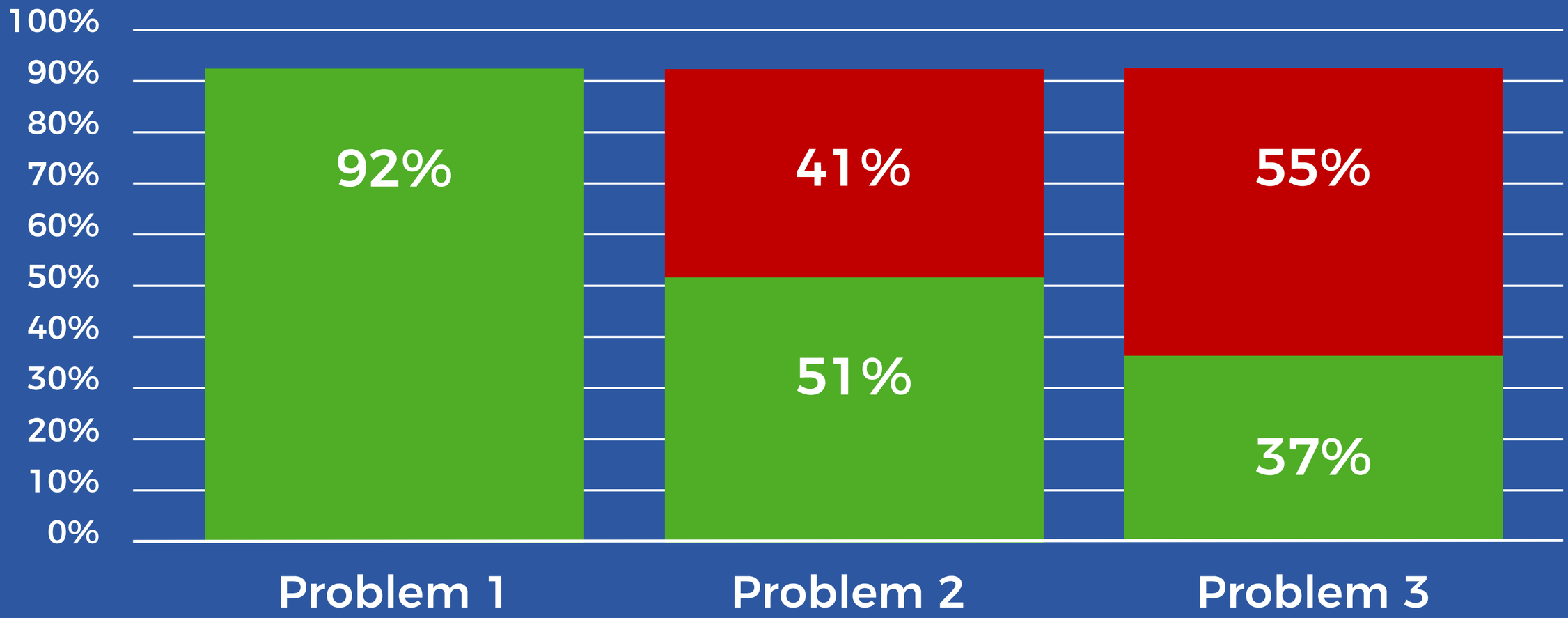
Robert Kaplinsky
@robertkaplinsky

MS & HS #MTBoS Ts, please ask your Ss these 3 ?s and put the % who answered correctly here: docs.google.com/forms/d/e/1FAI …. Answers at top of form.



RETWEETS 36 LIKES 54

PROBLEM RESULTS



GOALS

- [x] WHY DO WE NEED OPEN MIDDLE?
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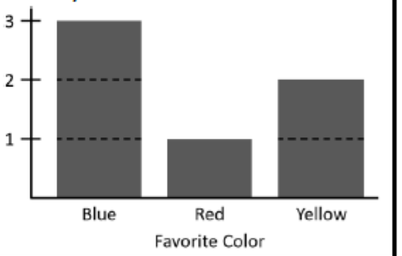
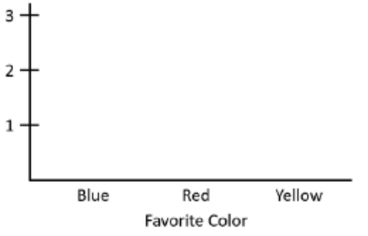
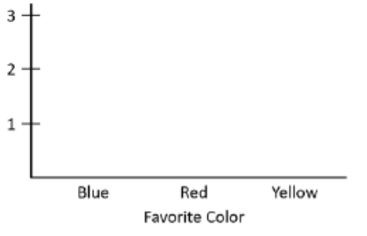
Depth of Knowledge Matrix - Elementary Math

Topic	Adding 1-Digit Numbers (< 5)	Equality	Interpreting Data	Money
CCSS Stand.	• K.OA.5	• 1.OA.7	• 1.MD.4	• 2.MD.8
DOK 1 Example	Solve. $3 + 1 =$	Determine whether the number sentence is true or false. $4 + 1 = 5 - 2$	How many people were surveyed? 	If you have 1 quarter, 4 dimes, 2 nickels, and 3 pennies, how many cents do you have?
DOK 2 Example	Use the digits 1 to 5, at most one time each, to fill in the boxes to create two true number sentences. $\square + \square = \square$	Use the digits 1 to 9, at most one time each, to fill in the boxes to create two true number sentences. $\square + \square = \square - \square$	Make a graph that shows a possible result of 7 students' favorite color. 	Make 72¢ in two different ways with either quarters, dimes, nickels, or pennies.
DOK 3 Example	Use the digits 1 to 5, at most one time each, to fill in the boxes to create a true number sentences with the greatest possible sum. $\square + \square = \square$	Use the digits 1 to 9, at most one time each, to fill in the boxes to create a true number sentence with the greatest possible value. $\square + \square = \square - \square$	Make a graph that shows a possible result of 7 students' favorite color with red being the most popular color. 	Make 72¢ using exactly 9 coins that are either quarters, dimes, nickels, or pennies.

Version 1.2

Depth of Knowledge Matrix - Elementary Math

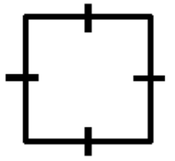
Topic	Subtracting 3-Digit Numbers	Operations with Time	Comparing Fractions	Multiplying Decimals
CCSS Stand.	• 3.NBT.2	• 3.MD.1	• 4.NF.2	• 5.NBT.7
DOK 1 Example	Solve. $821 - 357 =$	What time will it be 14 minutes after 1:27 pm?	Place a < or > between the two fractions to make a true number sentence. $\frac{4}{7} \quad \frac{3}{5}$	Solve. $3.4 \times 2.5 =$
DOK 2 Example	Use the digits 1 to 9, at most one time each, to fill in the boxes to make two different pairs of three-digit numbers that form a true number sentence. □□□-291=□□□	Use the digits 1 to 9, at most one time each, to fill in the boxes to make a time that is 4:37 pm. □□ minutes after □:□□ pm	Use the digits 1 to 9, at most one time each, to fill in the boxes to create two different fractions: one that is less than one half and one that is more than one half. $\frac{\square}{\square} < \frac{1}{2}$ and $\frac{\square}{\square} > \frac{1}{2}$	Use the digits 1 to 9, at most one time each, to fill in the boxes to make a true number sentence. □.□ × 3.2=□.□
DOK 3 Example	Use the digits 1 to 9, at most one time each, to fill in the boxes to make a difference that is as close to 329 as possible. □□□-□□□=	Use the digits 1 to 9, at most one time each, to fill in the boxes to make the latest possible time. □□ minutes after □:□□ pm	Use the digits 1 to 9, at most one time each, to fill in the boxes to create a fraction that is as close to 5/11 as possible. $\frac{\square}{\square}$	Use the digits 1 to 9, at most one time each, so that the product is as close to 50 as possible. □.□ × □.□ =

Depth of Knowledge Matrix - Secondary Math

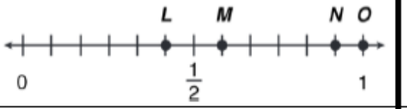
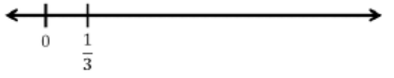
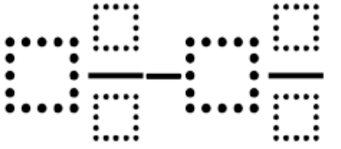
Topic	Dividing Fractions	Solving Two-Step Equations	Exponents	Solving Equations with Variables on Both Sides
CCSS Standard(s)	• 6.NS.1	• 7.EE.4a	• 8.EE.1	• 8.EE.8 • A-REI.3
DOK 1 Example	Evaluate. $\frac{4}{9} \div \frac{2}{5}$	Solve for x. $2x + 3 = 9$	Evaluate. 3^4	Solve for x. $3x + 2 = -2x + 4$
DOK 2 Example	Use the digits 1 to 9, at most one time each, to fill in the boxes to make two different pairs of fractions that have a quotient of 2/3. $\frac{\square}{\square} \div \frac{\square}{\square} = \frac{2}{3}$	Use the digits 1 to 9, at most one time each, to create two equations: one where x has a positive value and one where x has a negative value. $\square x + \square = \square$	Use the digits 1 to 9, at most one time each, to fill in the boxes to make two true number sentences. $\square^{\square} = 64$	Use the digits 1 to 9, at most <u>two</u> times each, to fill in the boxes to make an equation with no solutions. $\square x + \square = \square x + \square$
DOK 3 Example	Use the digits 1 to 9, at most one time each, to fill in the boxes to make two fractions that have a quotient that is as close to 4/11 as possible. $\frac{\square}{\square} \div \frac{\square}{\square}$	Use the digits 1 to 9, at most one time each, to create an equation where x has the greatest possible value. $\square x + \square = \square$	Use the digits 1 to 9, at most one time each, to fill in the boxes to make a result that has the greatest value possible. $\square^{\square} = \square\square\square$	Use the digits 1 to 9, at most one time each, to fill in the boxes so that the solution is closest to zero. $\square x + \square = \square x + \square$

Version 1.5

Depth of Knowledge Matrix - Secondary Math

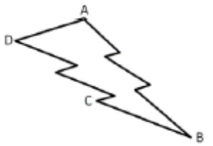
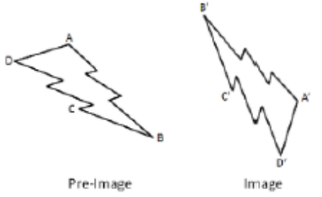
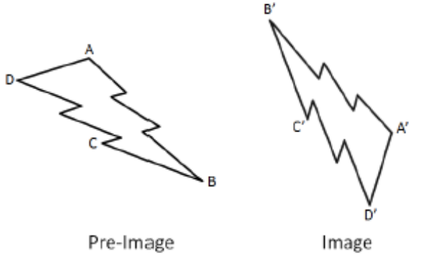
Topic	Geometric Proofs	Complex Numbers	Trigonometric Functions	Definite Integral
CCSS Standard(s)	• G-CO.11	• N-CN.2	• F-TF.3	• N/A
DOK 1 Example	Add one geometric marking to demonstrate the quadrilateral is a square. 	Multiply the binomials. $(3+4i)(2+3i)$	Evaluate. $\sin\frac{\pi}{3}$	Solve. $\int_2^6 x^3\,dx$
DOK 2 Example	Use exactly 5 geometric markings to show that a quadrilateral is a square.	Use the integers -9 to 9, at most one time each, to fill in the boxes twice: once to make a positive real number product and once to make a negative real number product. $(\square+\square i)(\square+\square i)$	Use the digits 1 to 9, at most one time each, to fill in the boxes and make two true number sentences. $\sin\frac{\square\pi}{\square}=0$	Use the digits 1 to 9, at most one time each, to fill in the boxes and make a positive and a negative solution. $\int_{\square}^{\square} x^{\square}\,dx$
DOK 3 Example	What is the least number of geometric markings needed to demonstrate that a quadrilateral is a square?	Use the integers -9 to 9, at most one time each, to fill in the boxes and make a real number product with the greatest value. $(\square+\square i)(\square+\square i)$	Use the digits 1 to 9, at most one time each, so that the function has the greatest possible value. $\sin\frac{\square\pi}{\square}=\frac{\sqrt{\square}}{\square}$	Use the digits 1 to 9, at most one time each, to fill in the boxes and make a solution that is as close to 100 as possible. $\int_{\square}^{\square} x^{\square}\,dx$

Depth of Knowledge Matrix - Elementary & Secondary Math

Topic	Adding Whole Numbers	Money	Fractions on a Number Line	Area and Perimeter	Subtracting Mixed Numbers
CCSS Standard(s)	• 1.NBT.4 • 2.NBT.5	• 2.MD.8	• 3.NF.2	• 3.MD.8 • 4.MD.3	• 5.NF.1
DOK 1 Example	Find the sum. $44 + 27 =$	If you have 2 dimes and 3 pennies, how many cents do you have?	Which point is located at $\frac{7}{12}$ below? 	Find the perimeter of a rectangle that measures 4 units by 8 units.	Find the difference. $5\frac{1}{2} - 4\frac{2}{3} =$
DOK 2 Example	Fill in the boxes below using the whole numbers 1 through 9, no more than one time each, so that you make a true equation. $\square\square + 53 = \square\square$	Make 47¢ in three different ways with either quarters, dimes, nickels, or pennies.	Label the point where $\frac{3}{4}$ belongs on the number line below. Be as precise as possible. 	List the measurements of three different rectangles that each has a perimeter of 20 units.	Create three different mixed numbers that will make the equation true by using the whole numbers 1 through 9, no more than one time each. You may reuse the same whole numbers for each of the three mixed numbers. $5\frac{4}{5} - \square\frac{\square}{\square} = 3\frac{1}{20}$
DOK 3 Example	Make the largest sum by filling in the boxes below using the whole numbers 1 through 9, no more than one time each. $\square\square + \square\square =$	Make 47¢ using exactly 6 coins with either quarters, dimes, nickels, or pennies.	Create 5 fractions using the whole numbers 0 through 9, exactly one time each as numerators and denominators, and place them all on a number line.	What is the greatest area you can make with a rectangle that has a perimeter of 24 units?	Make the smallest difference by filling in the boxes below using the whole numbers 1 through 9, no more than one time each. 

Version 1.17

Depth of Knowledge Matrix - Elementary & Secondary Math

Topic	Surface Area and Volume	Probability	Transformations	Factoring Quadratics	Quadratics in Vertex Form
CCSS Standard(s)	• 6.G.4 • 7.G.6	• 7.SP.5 • 7.SP.7	• 8.G.1 • G-CO.5	• A-SSE.3a	• F-IF.7a
DOK 1 Example	Find the surface area of a rectangular prism that measures 3 units by 4 units by 5 units.	What is the probability of rolling a sum of 5 using two 6-sided dice?	Rotate the image below 90° counterclockwise about point D and reflect it across a horizontal line. 	Find the factors: $2x^2 + 7x + 3$	Find the roots and maximum of the quadratic equation below. $y = -3(x-4)^2 - 3$
DOK 2 Example	List the measurements of three different rectangular prisms that each have a surface area of 20 square units.	What value(s) have a 1/12 probability of being rolled as the sum of two 6-sided dice?	List three sequences of transformations that take pre-image ABCD to image A'B'C'D'. 	Find three different integers to put in the blank that will make the quadratic expression factorable. $x^2 + \_\_x + 4$	Create three equations for quadratics in vertex form that have roots at 3 and 5 but have different maximum and/or minimum values.
DOK 3 Example	What is the greatest volume you can make with a rectangular prism that has a surface area of 20 square units?	Fill in the blanks to complete this sentence using the whole numbers 1 through 9, no more than one time each. Rolling a sum of ___ on two ___-sided dice is the same probability as rolling a sum of ___ on two ___-sided dice.	What is the fewest number of transformations needed to take pre-image ABCD to image A'B'C'D'? 	Fill the blank by finding the largest and smallest integers that will make the quadratic expression factorable. $2x^2 + 3x + \_\_$	Create a quadratic equation with the largest maximum value using the whole numbers 1 through 9, no more than one time each. $y = -\square(x-\square)^2 + \square$

Version 1.17

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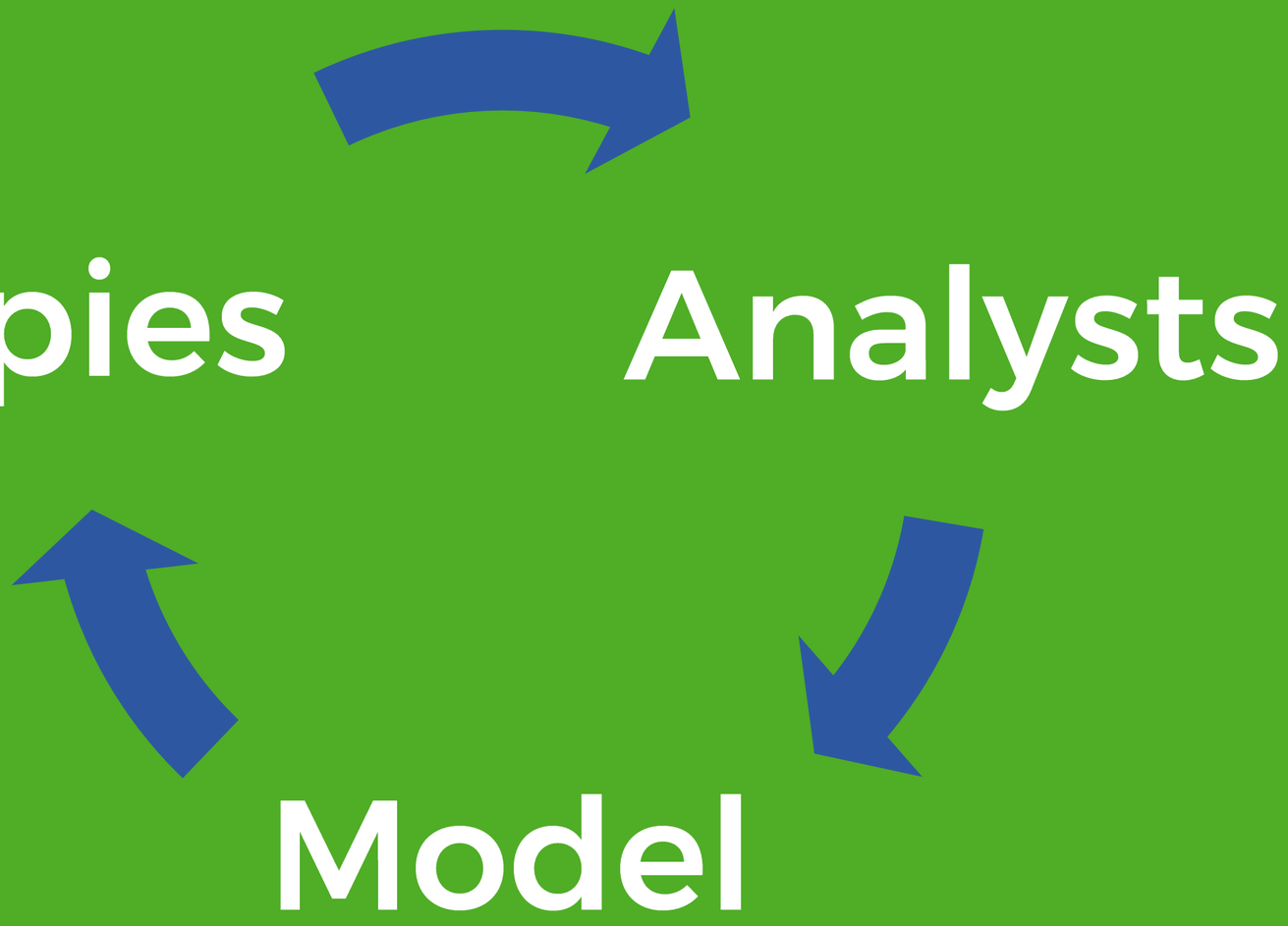
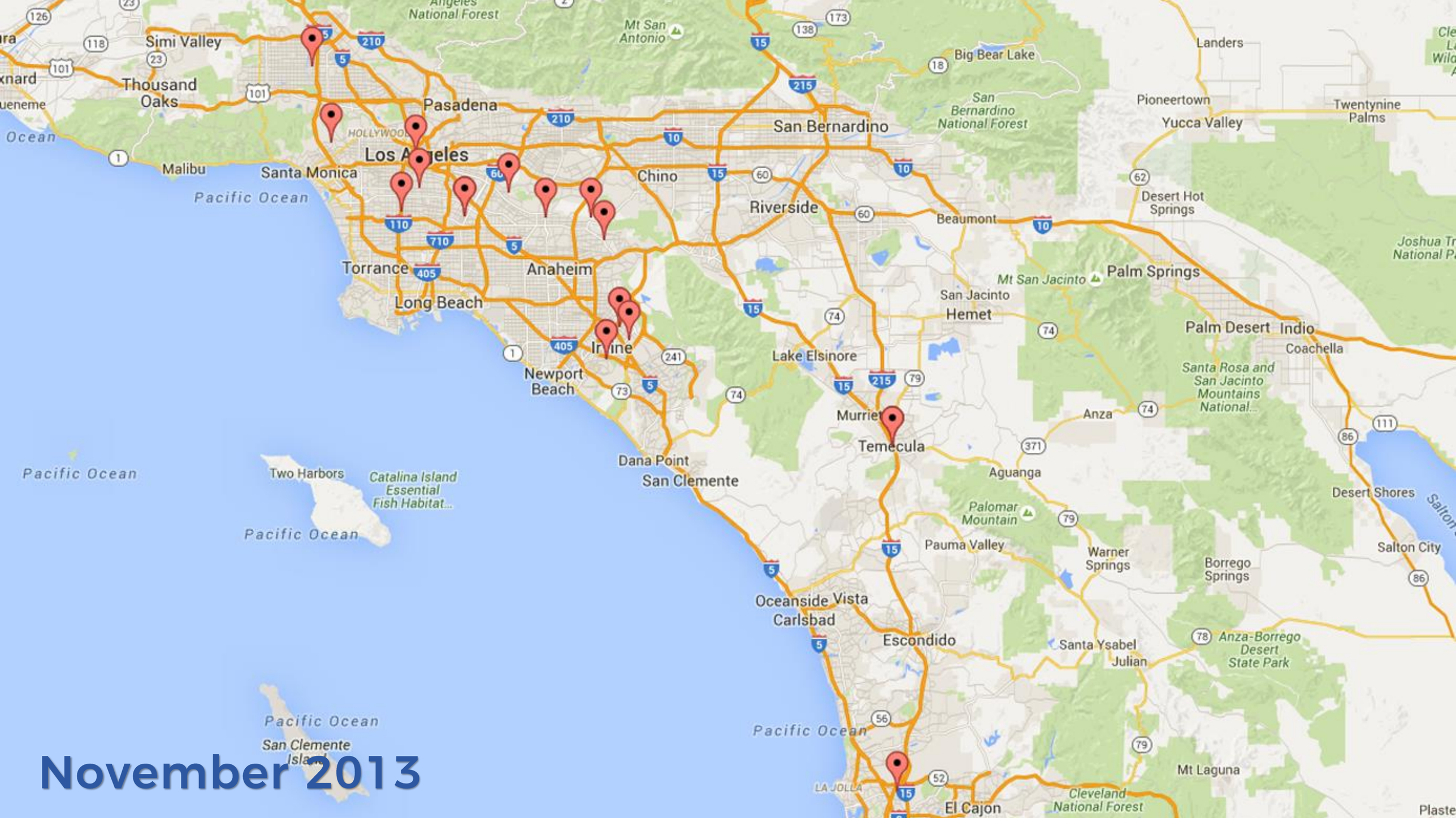
CENTRAL INTELLIGENCE AGENCY
UNITED STATES OF AMERICA


Spies
Analysts
Model

GOALS

- [x] WHY DO WE NEED OPEN MIDDLE?
- [x] HOW ARE THEY DIFFERENT?
- [x] WHERE CAN I GET MORE?
- [x] HOW CAN SPIES AND ANALYSTS HELP ME?
- [ ] WHAT DOES IT LOOK LIKE IN ACTION?



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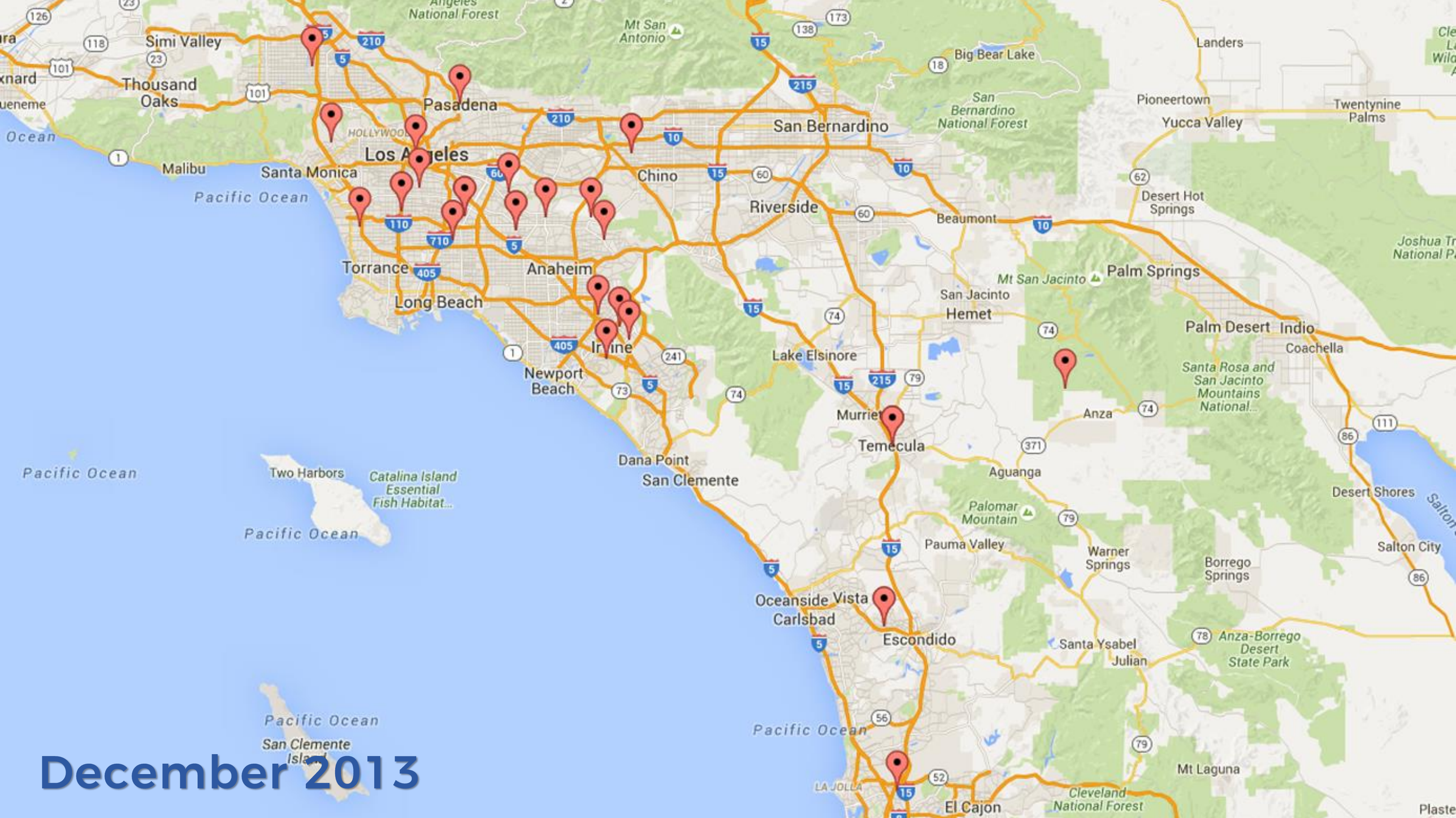

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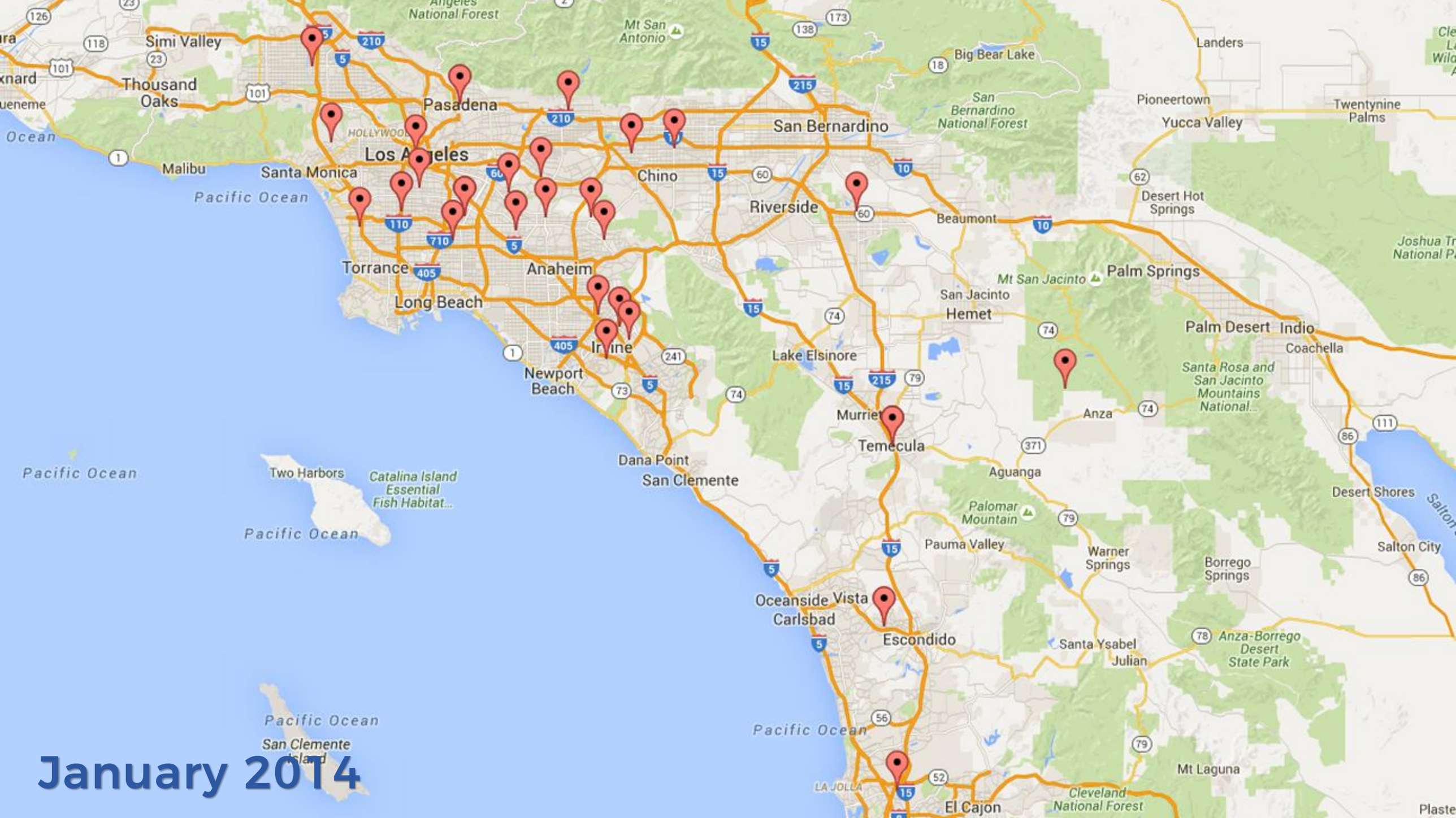

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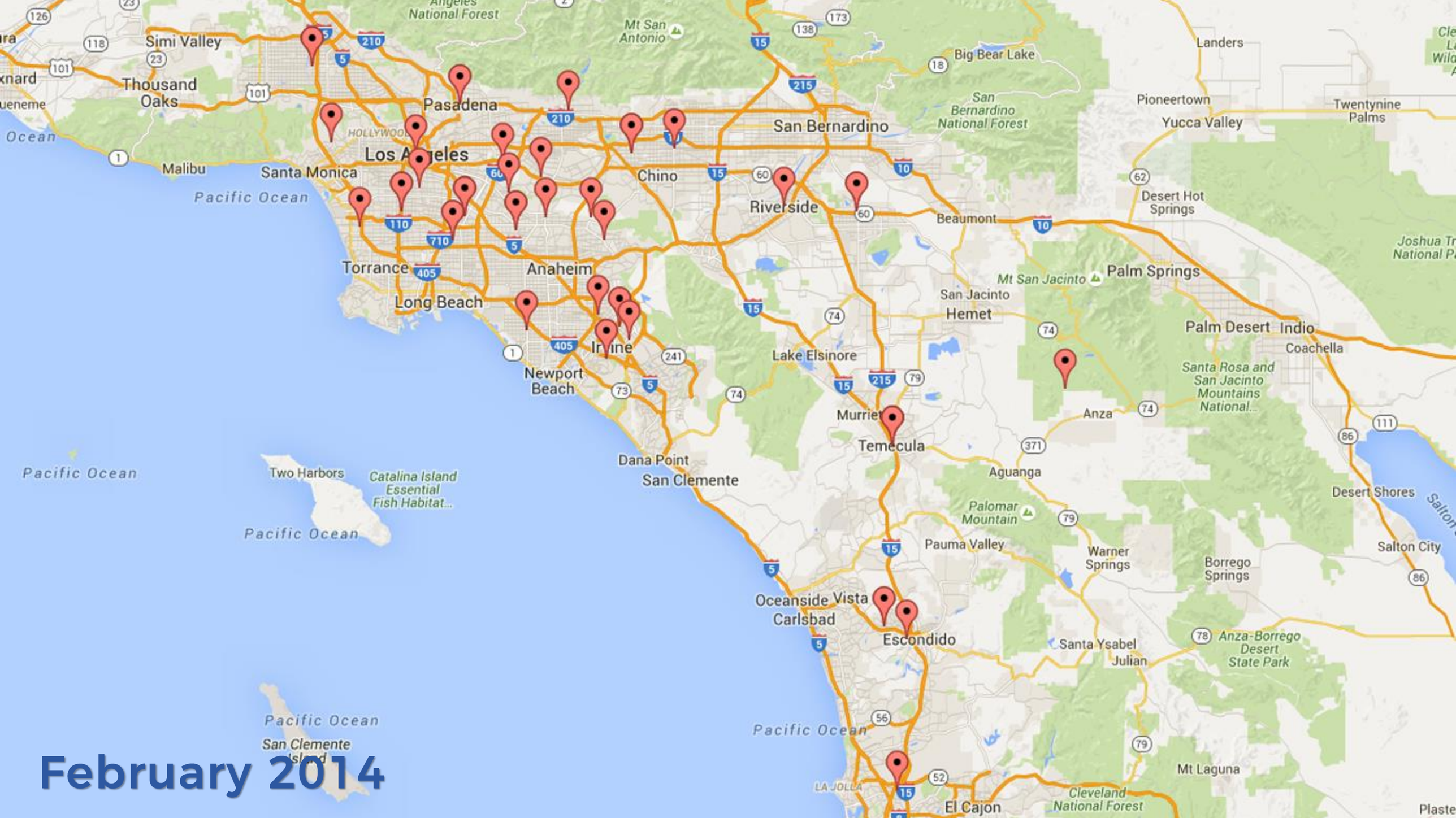

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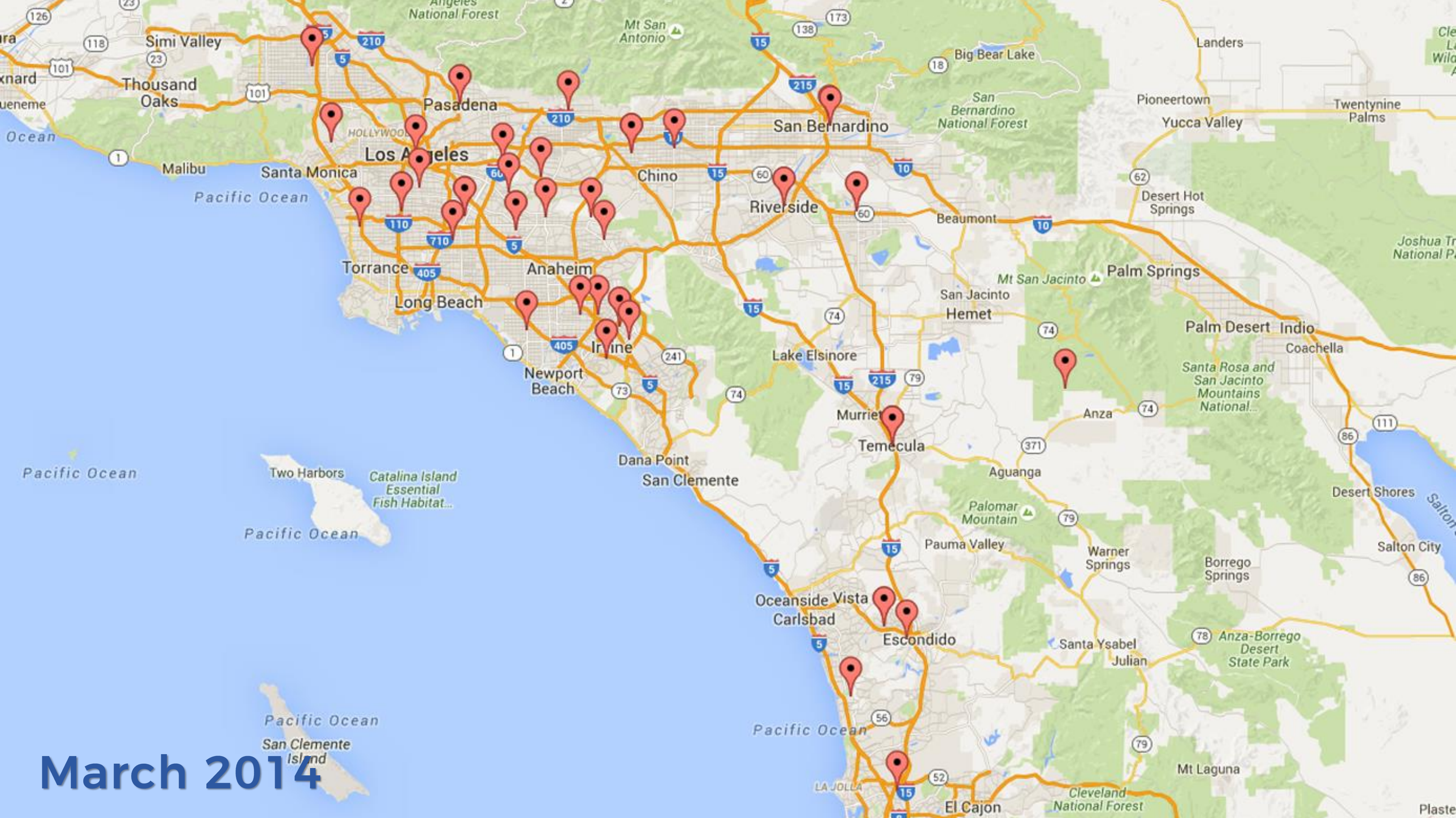
Simi Valley
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Pasadena
Los Angeles
Malibu
Santa Monica
Pacific Ocean
Chino
San Bernardino
Riverside
Big Bear Lake
Landers
Pioneertown
Yucca Valley
Twentynine Palms
Desert Hot Springs
Beaumont
Palm Springs
Mt San Jacinto
San Jacinto
Hemet
Palm Desert
Indio
Coachella
Torrance
Anaheim
Long Beach
Irvine
Newport Beach
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Julian
Anza-Borrego Desert State Park
Palomar Mountain
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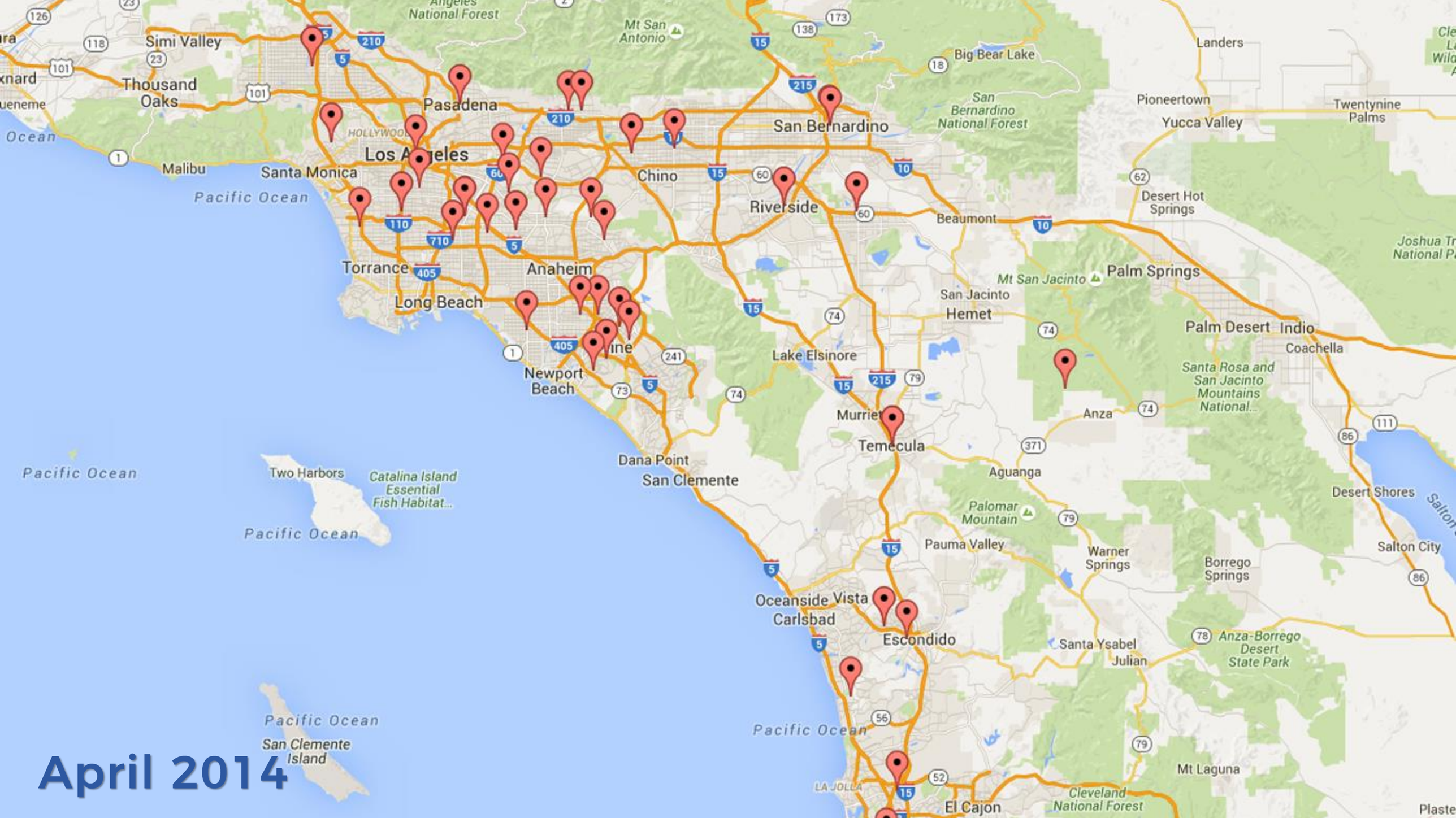
El Cajon
Cleveland National Forest
San Clemente Island
Santa Rosa and San Jacinto Mountains National...

March 2014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Salton City
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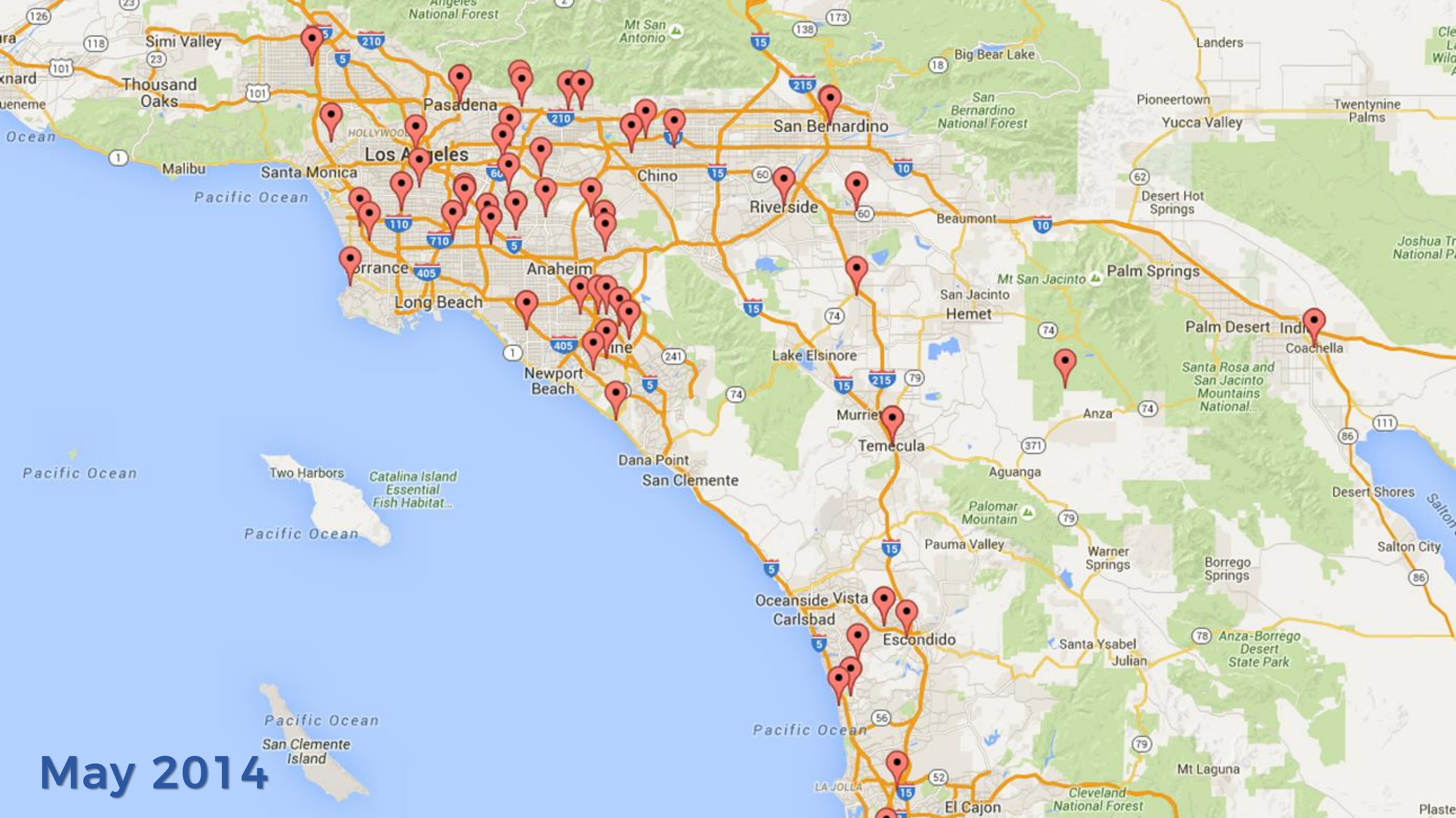
El Cajon
Cleveland National Forest
San Clemente Island
Santa Rosa and San Jacinto Mountains National...

April 2014


May 2014
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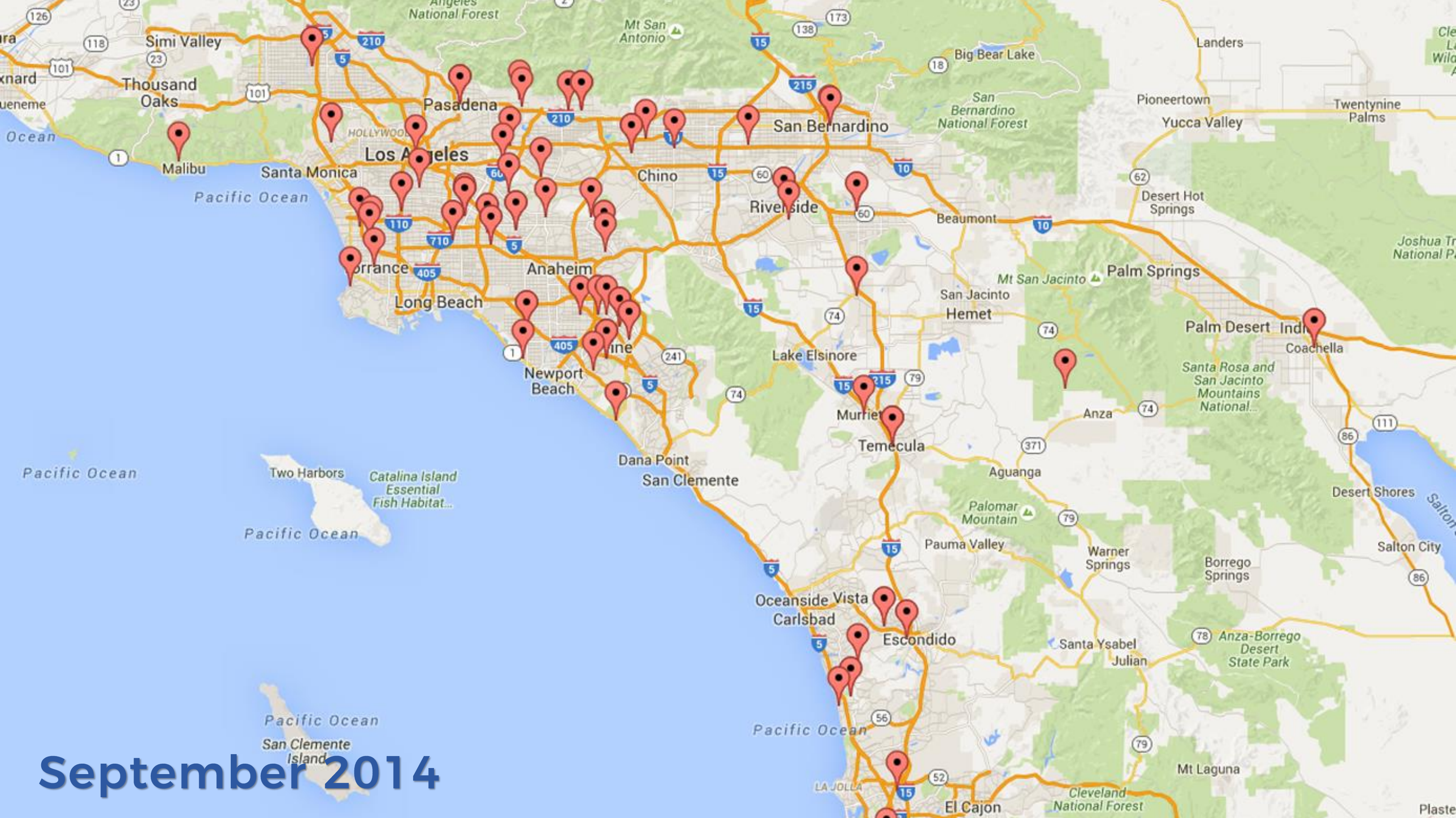
Mt Laguna
El Cajon
Salton City
Desert Shores
Santa Rosa and San Jacinto Mountains National...
Cleveland National Forest
LA JOLLA
HOLLYWOOD



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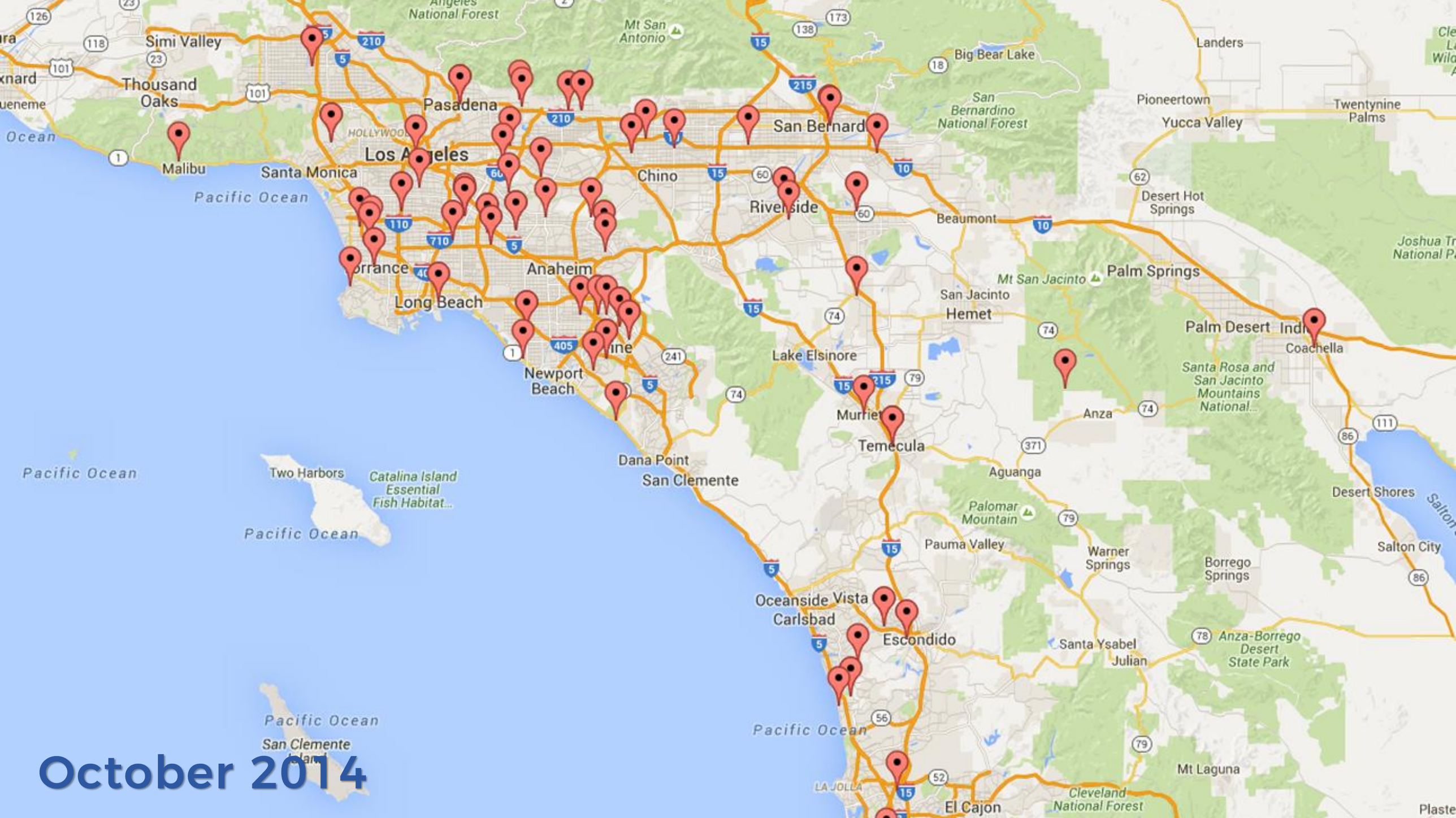

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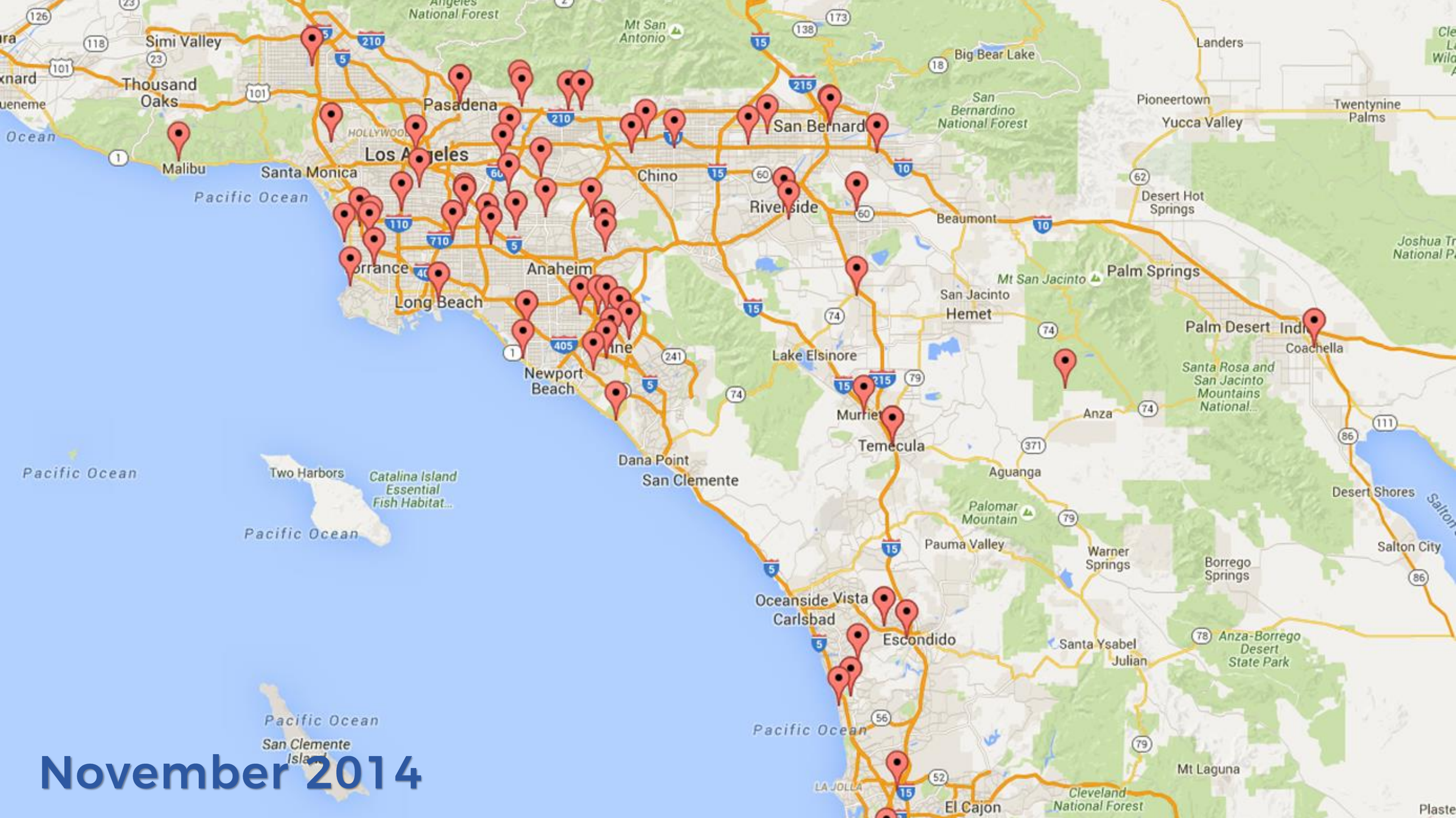

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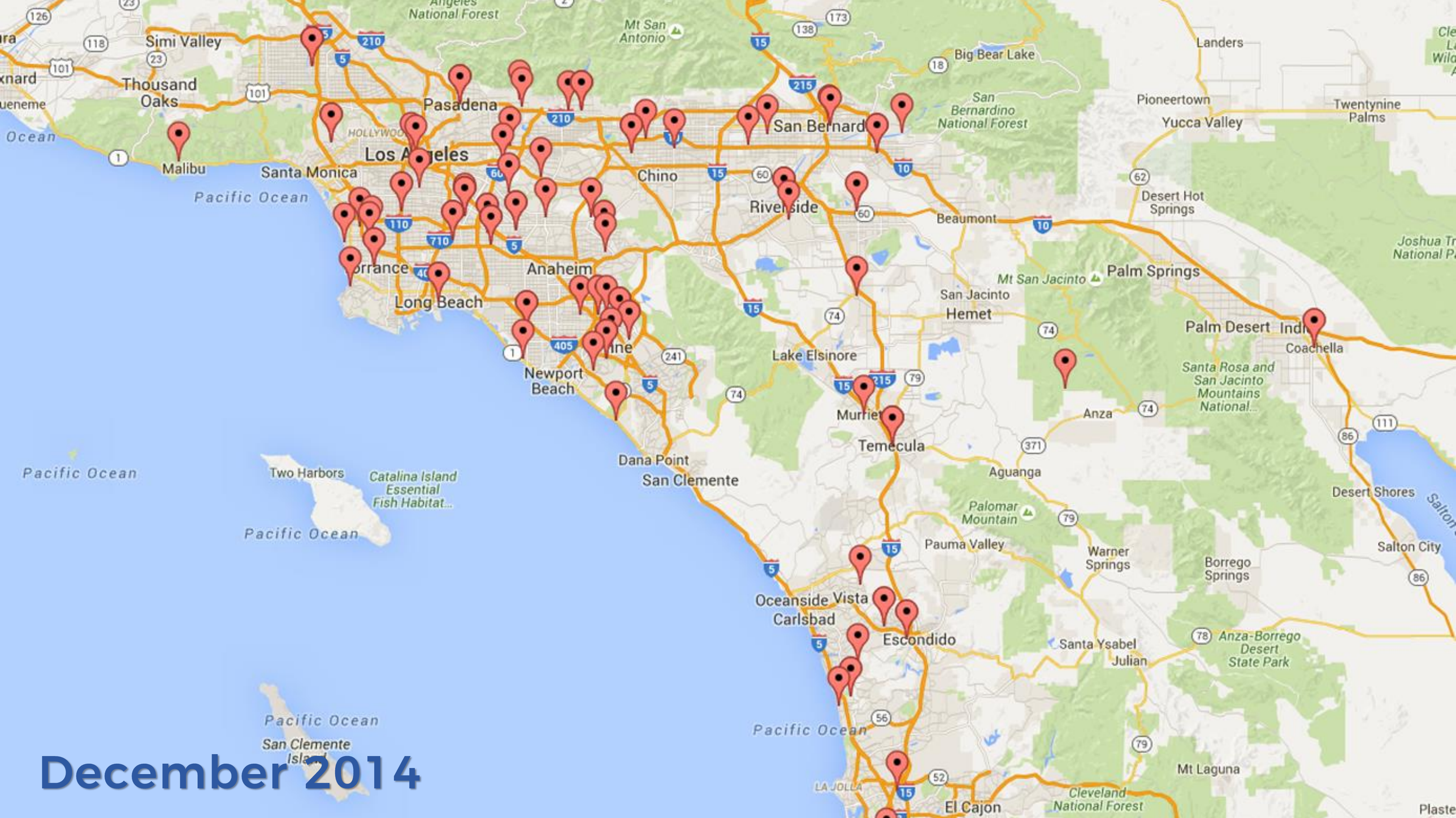

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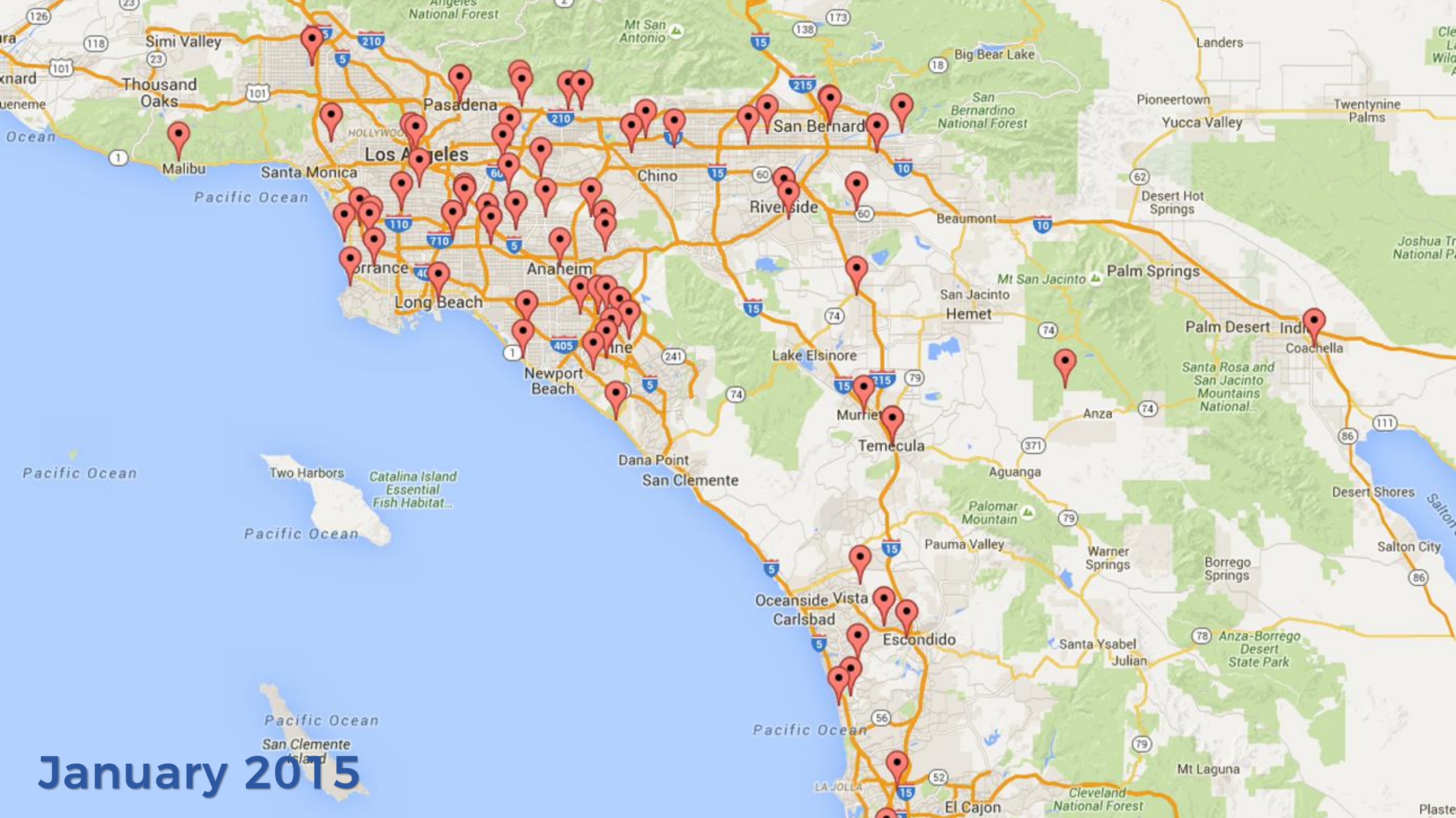

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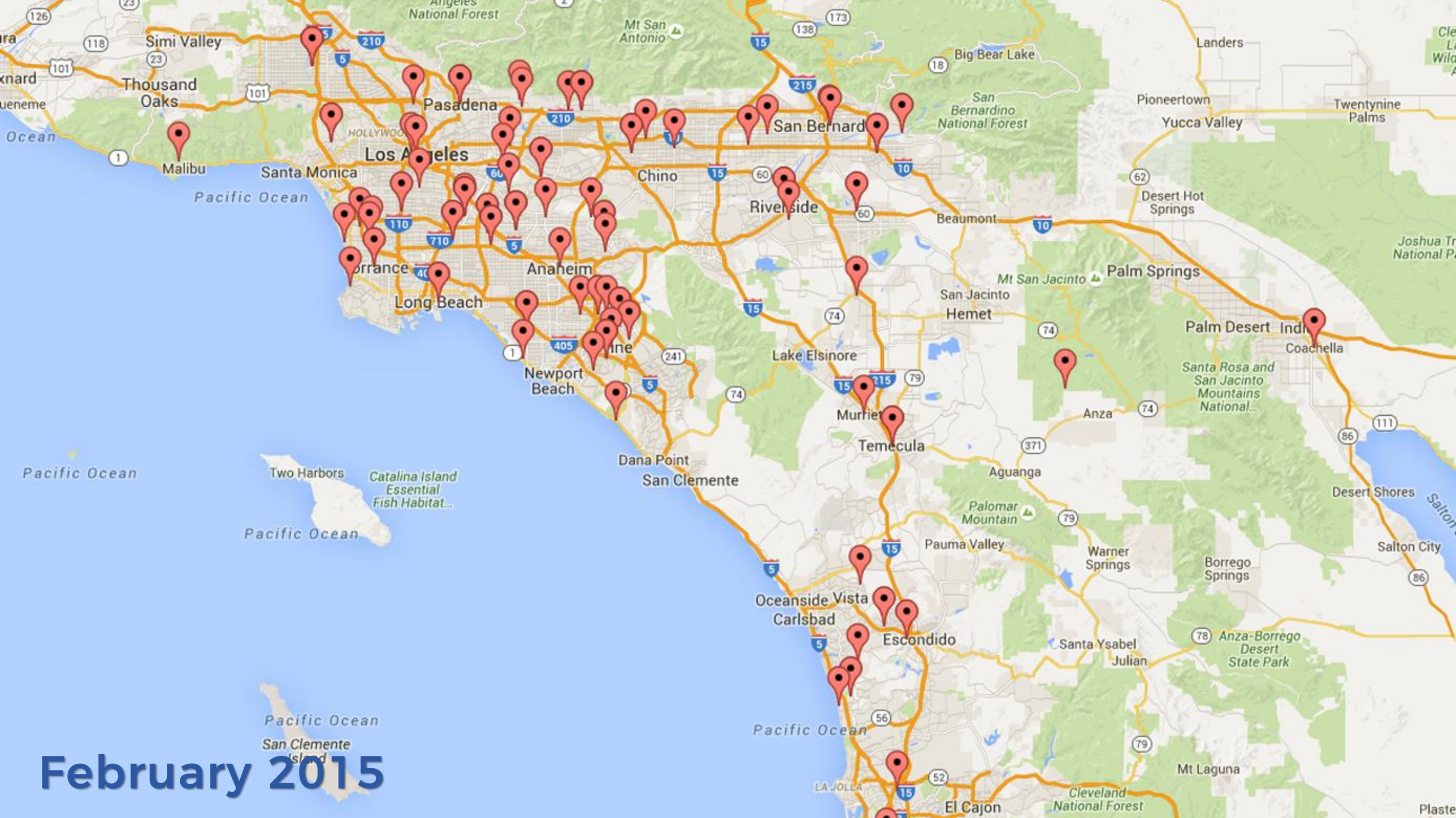

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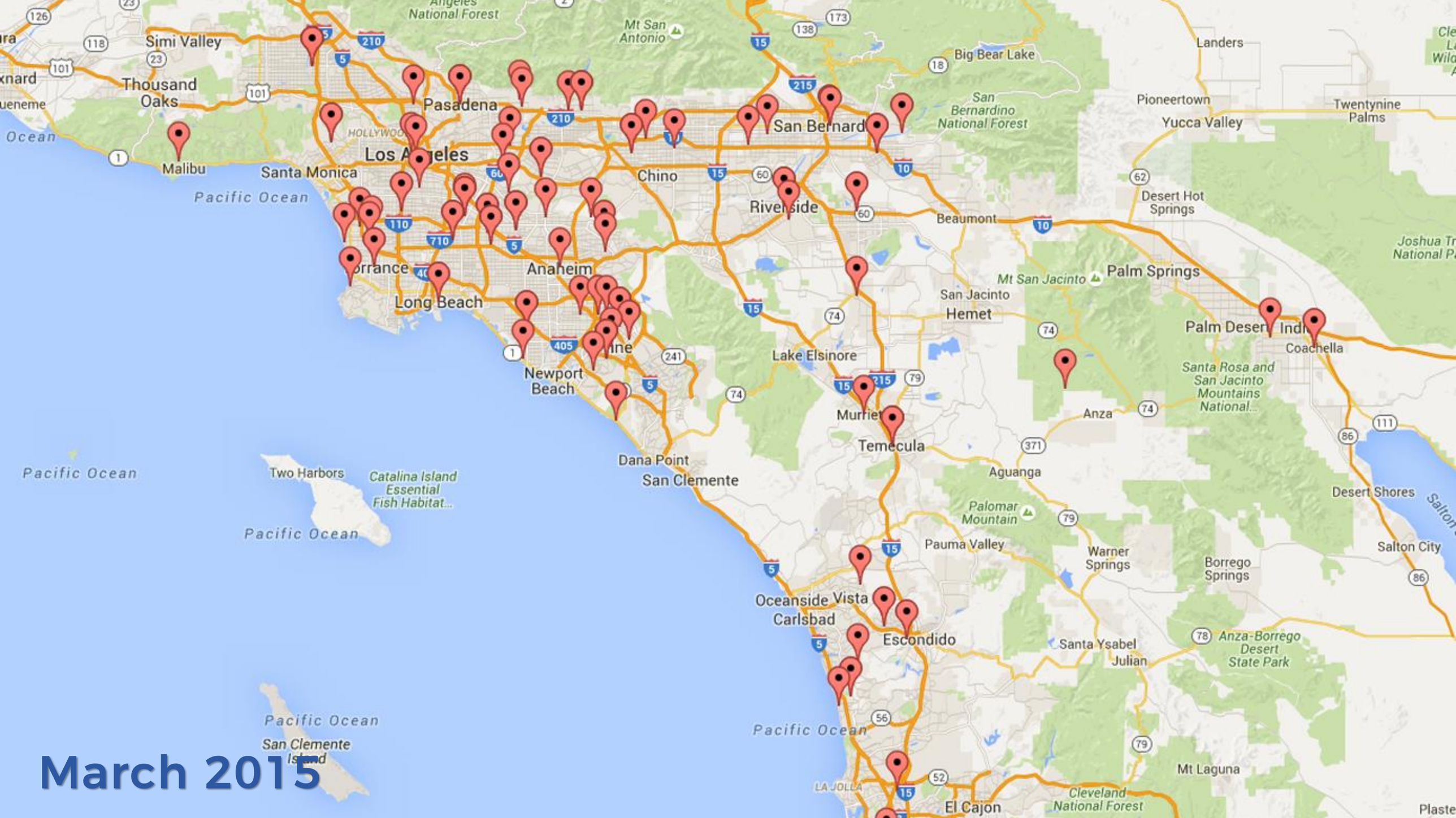
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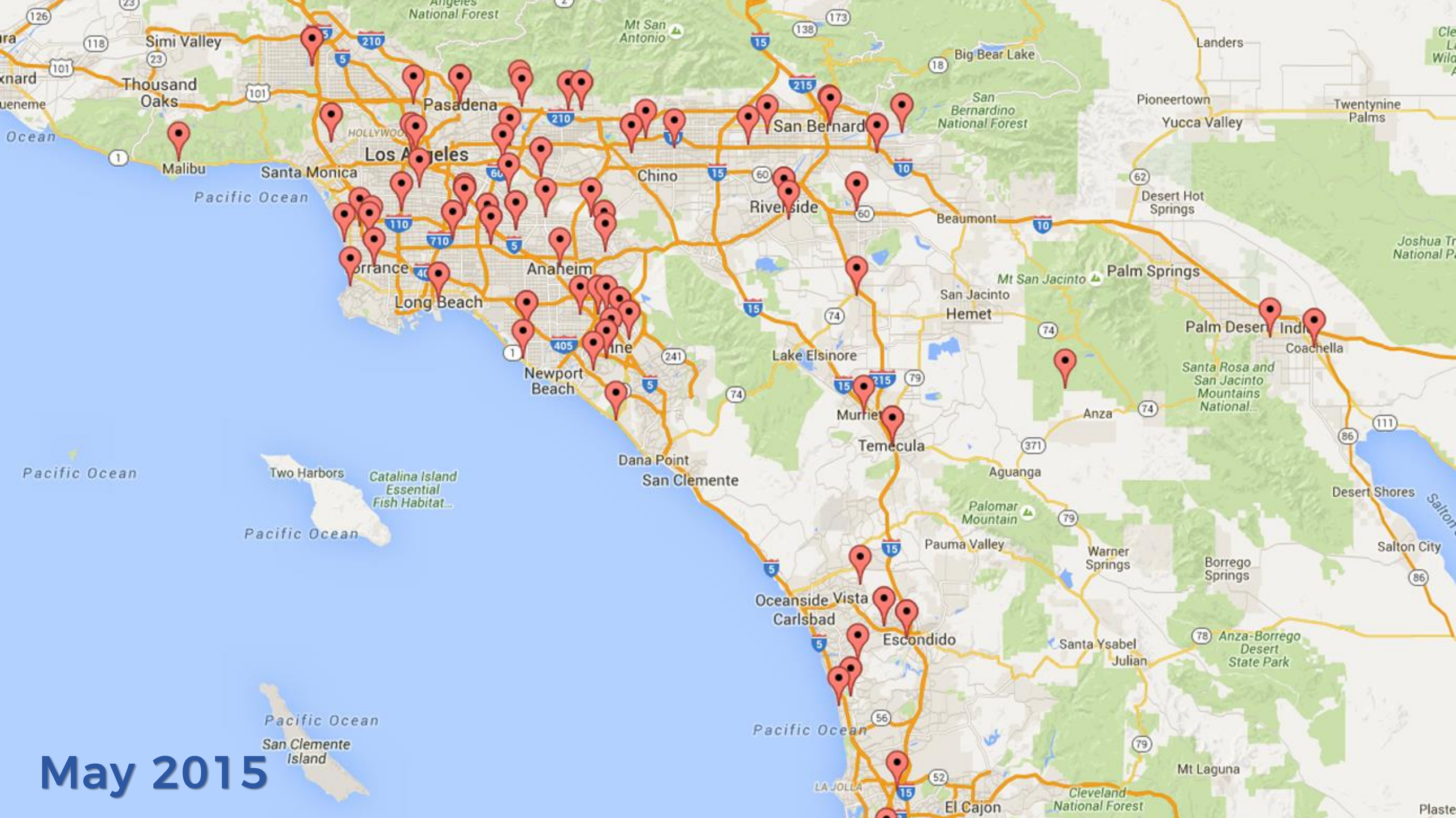
LA JOLLA

March 2015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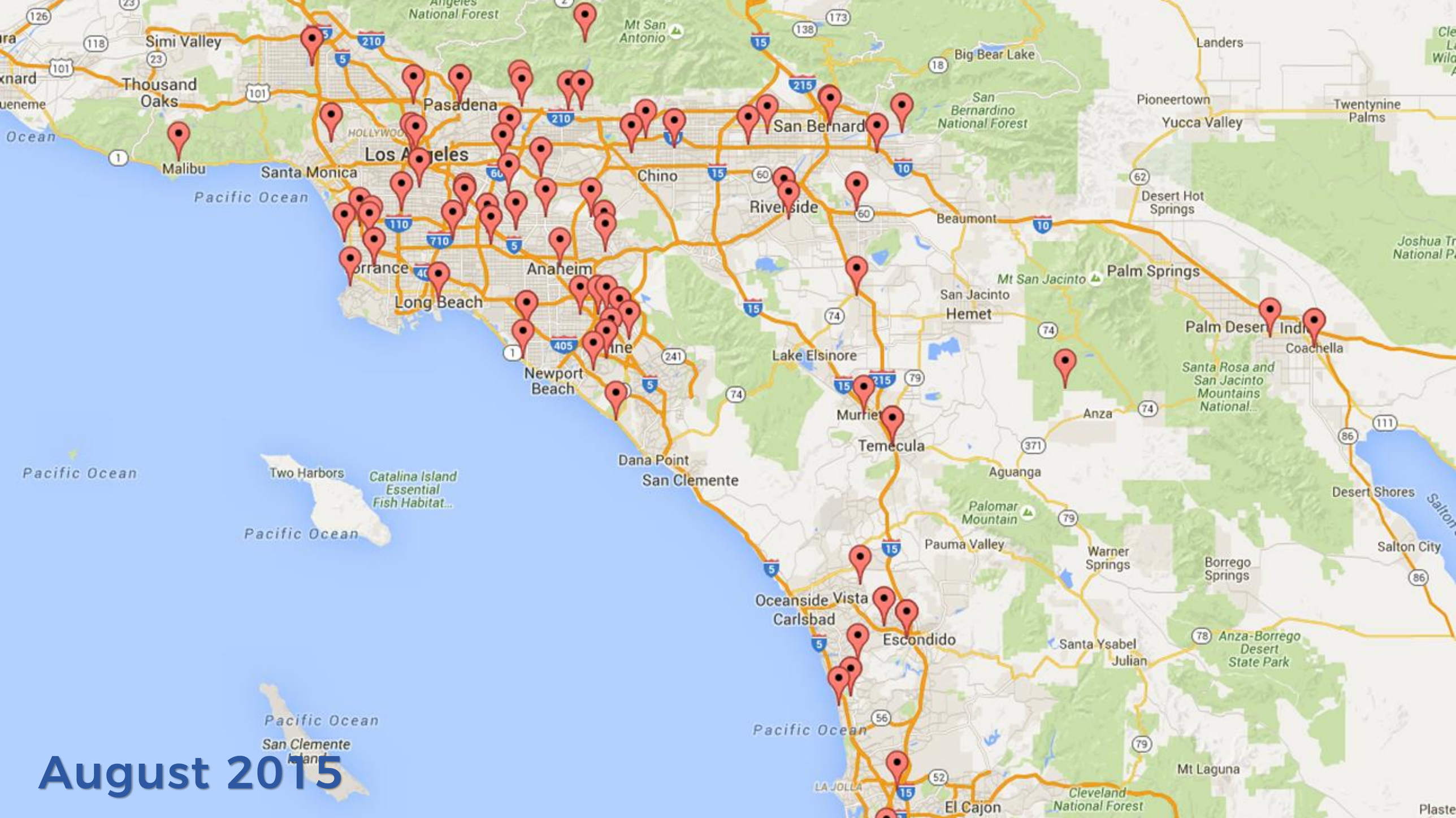
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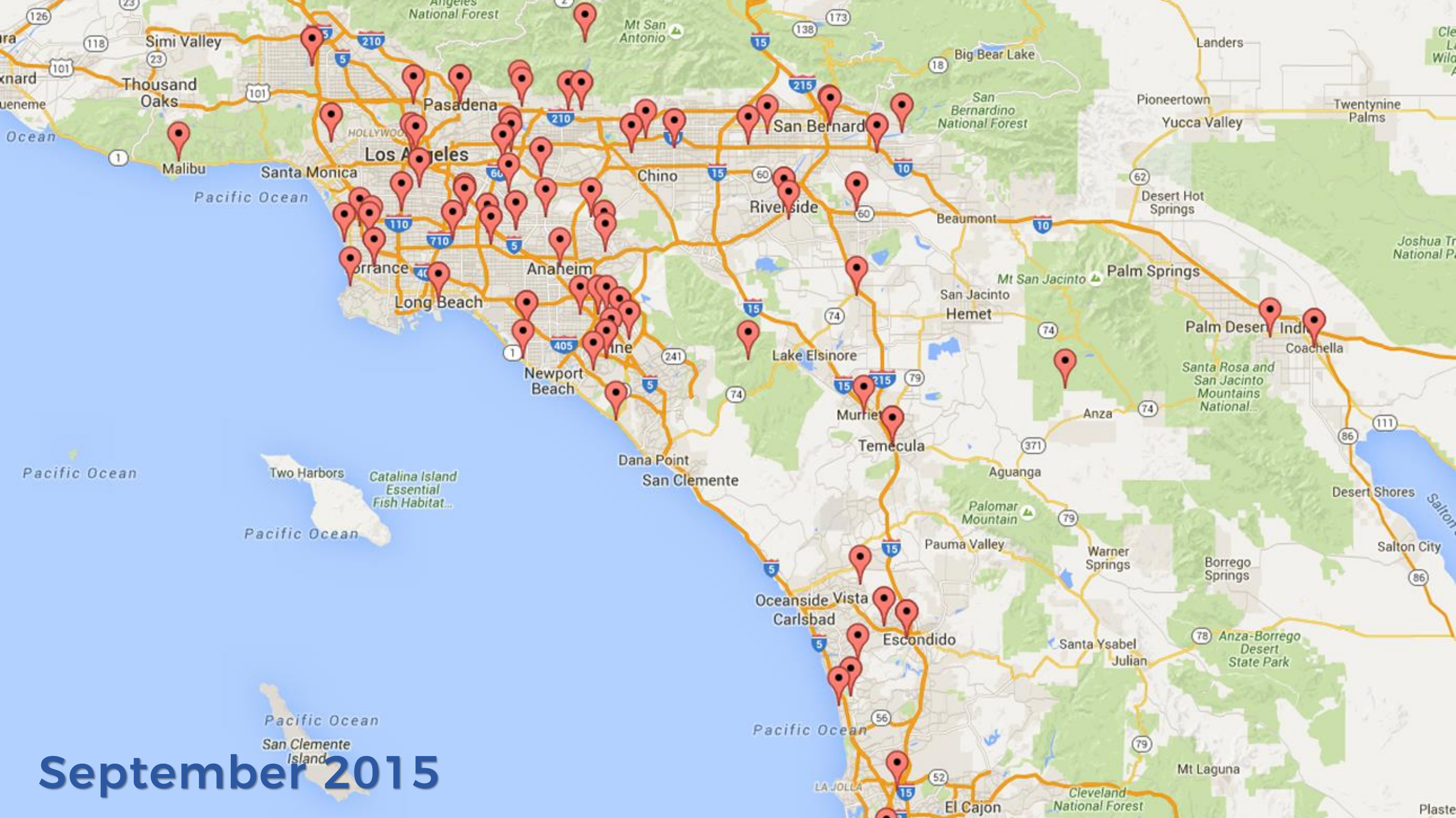
LA JOLLA

August 2015



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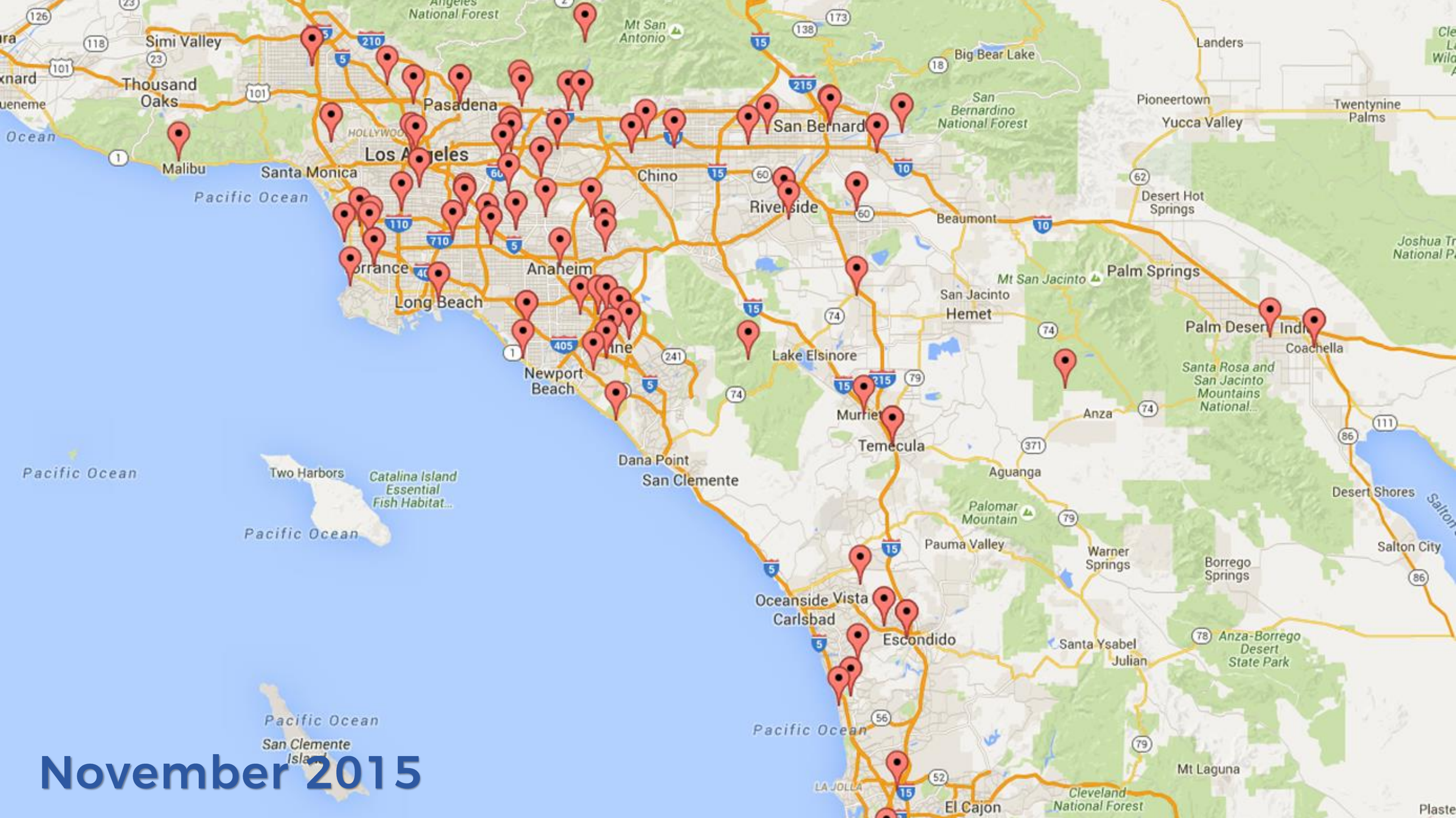

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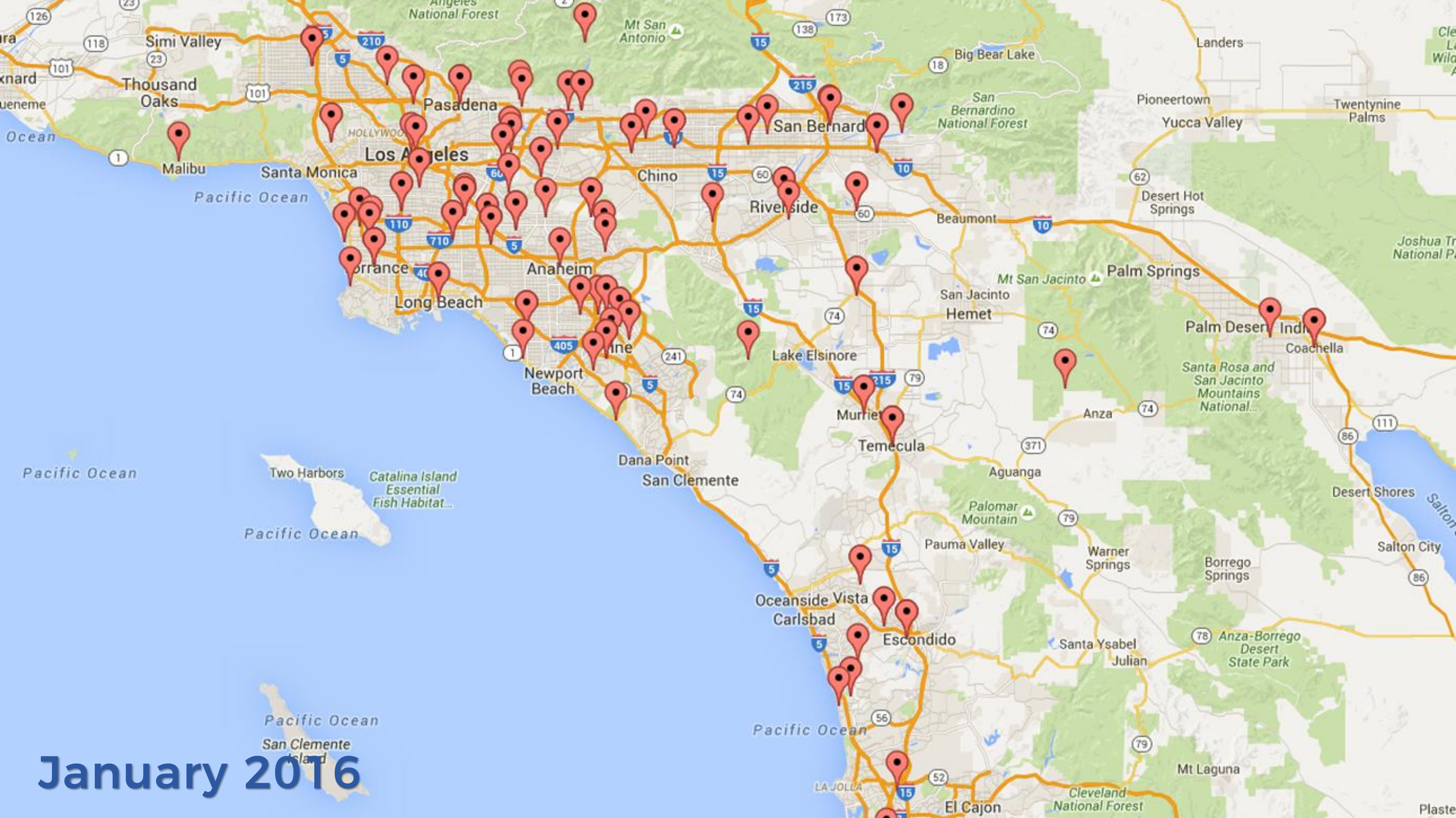
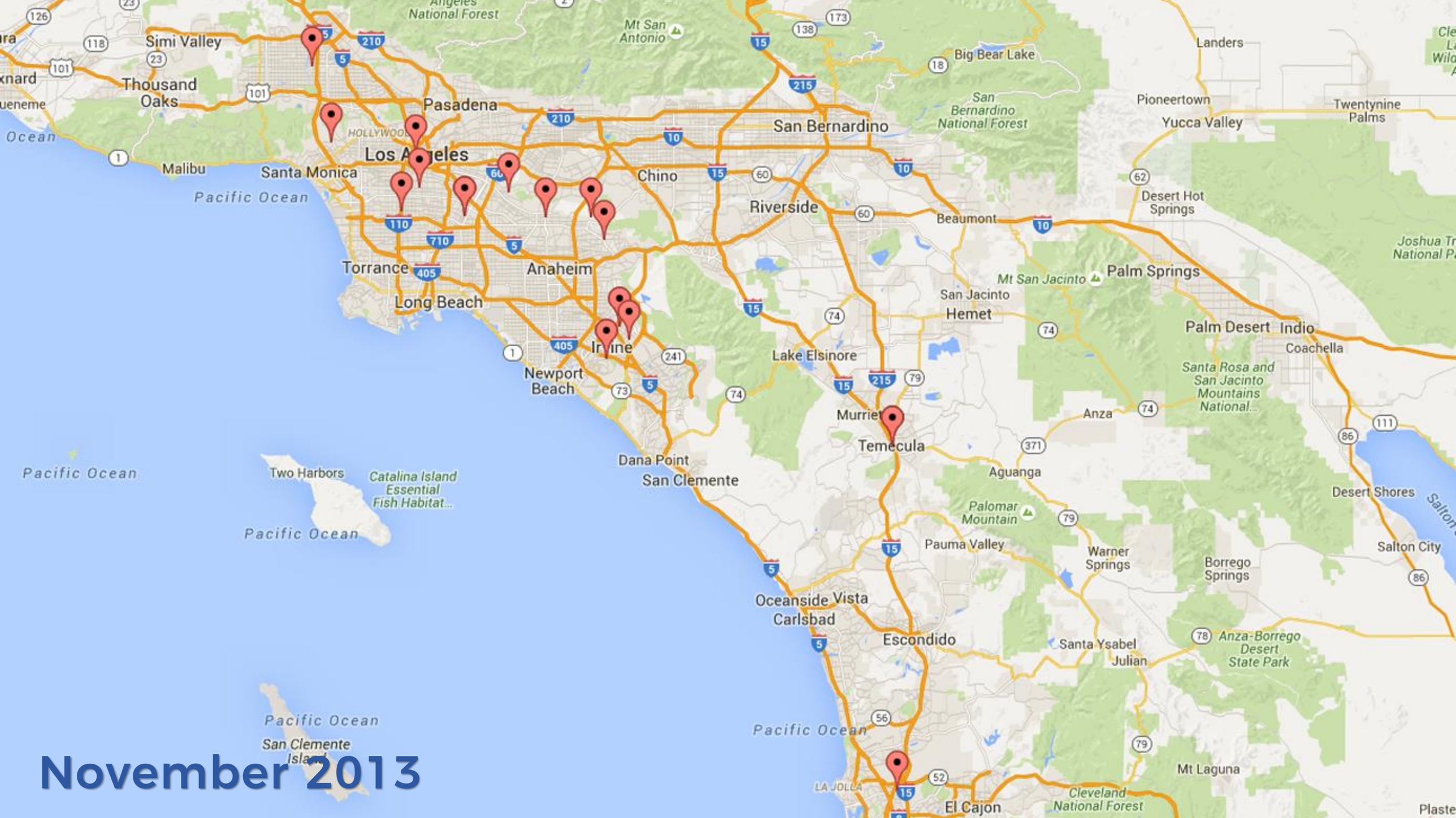


January 2016



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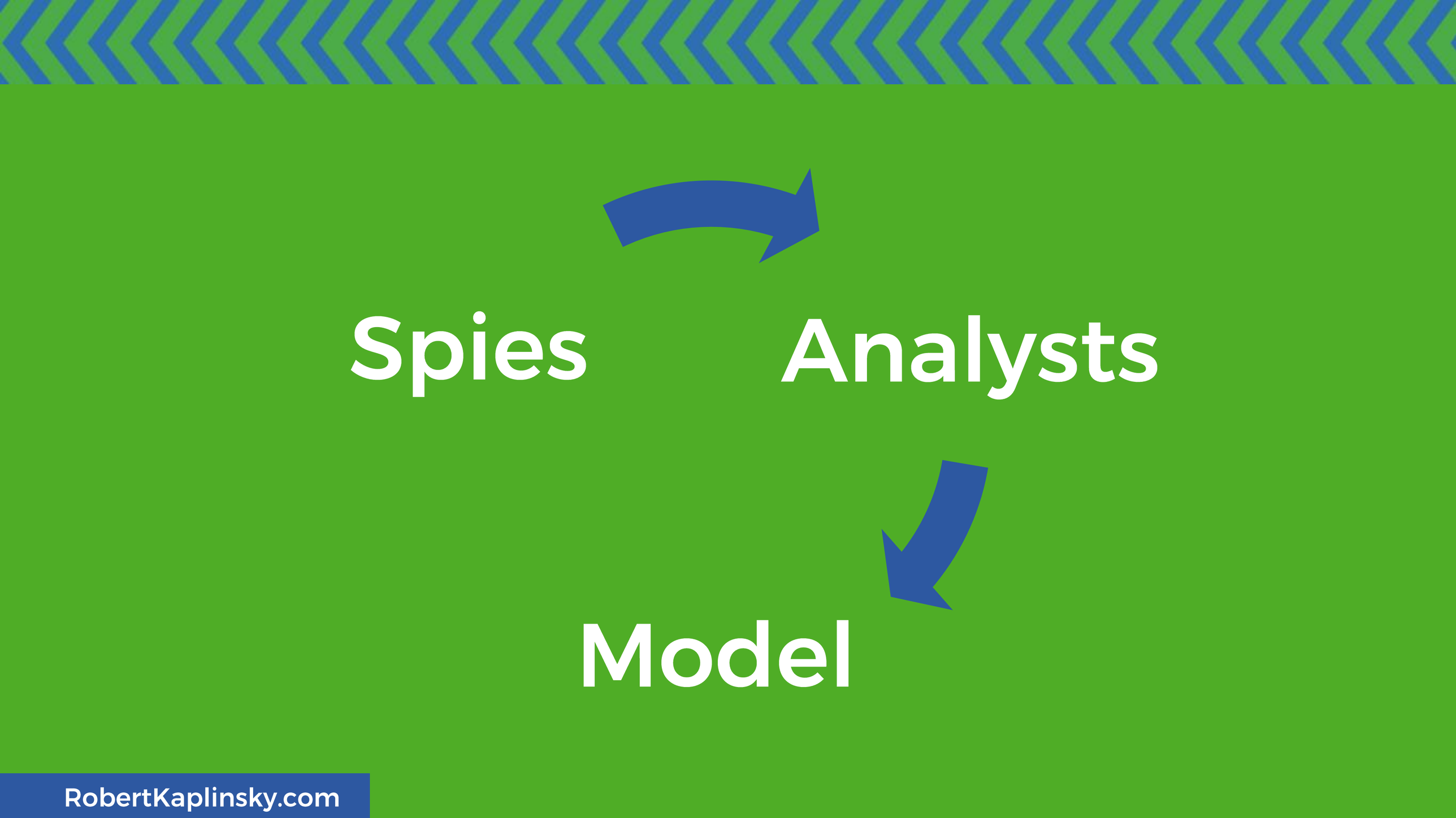
Spies
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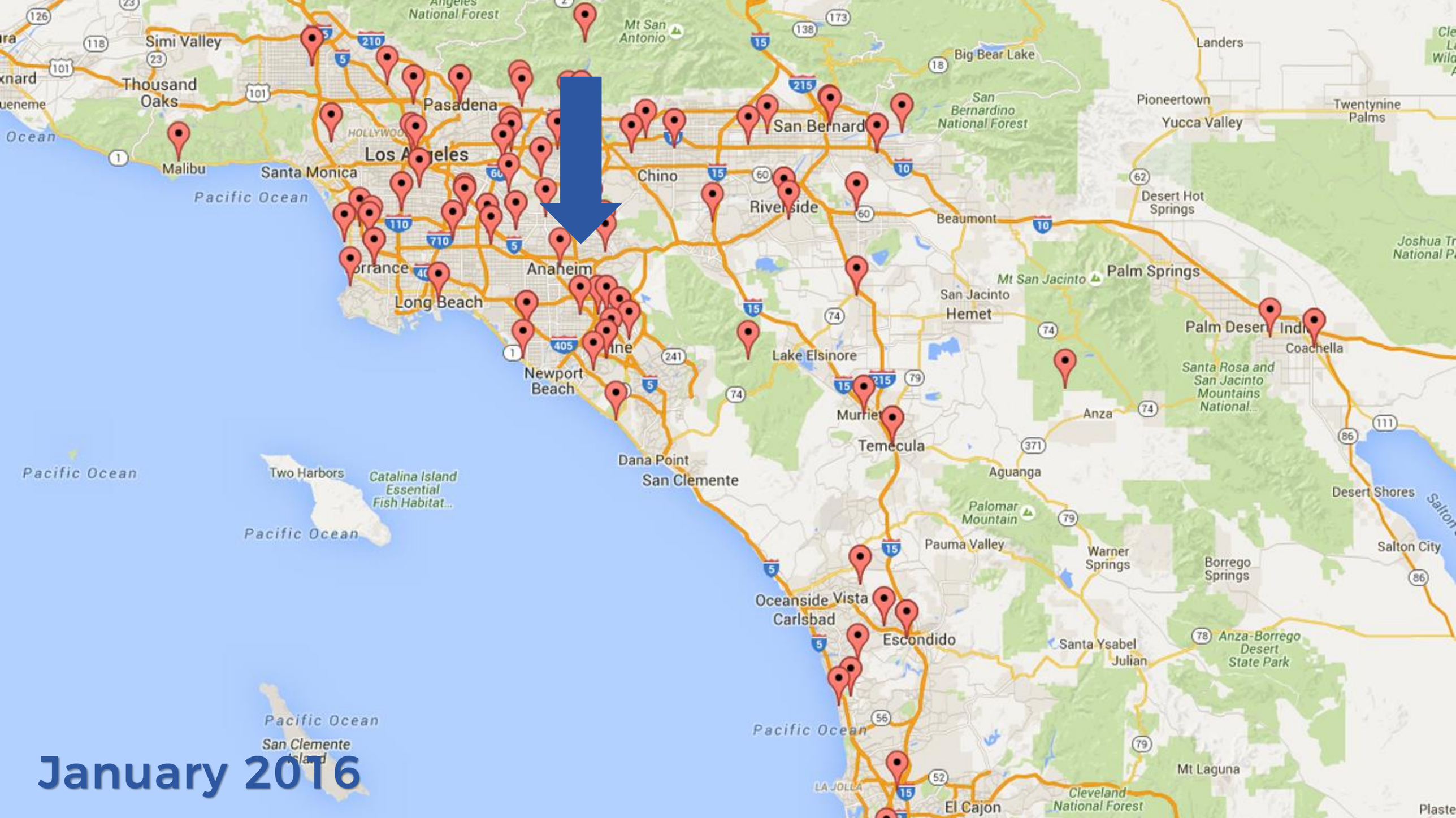
January 2016
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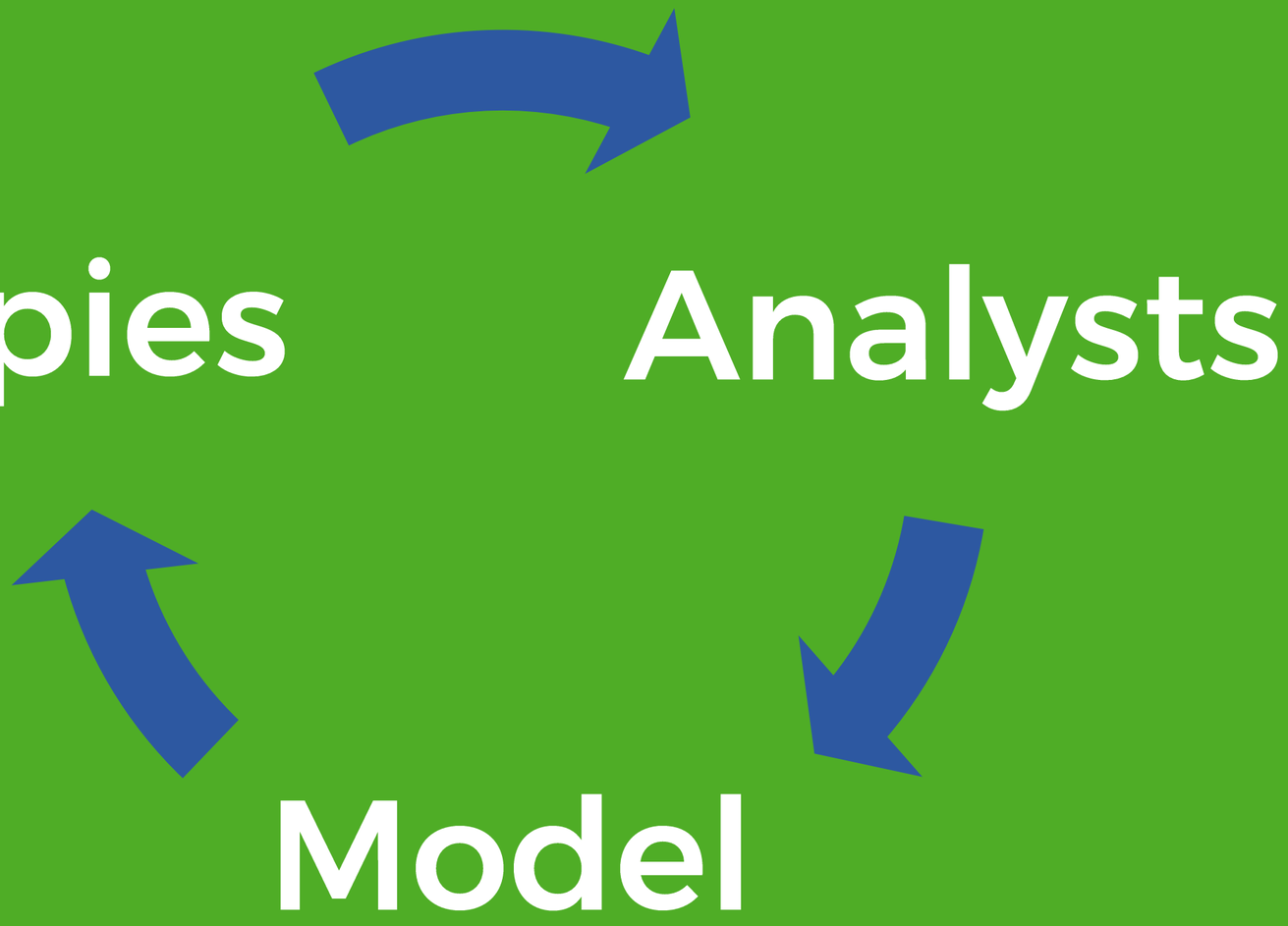
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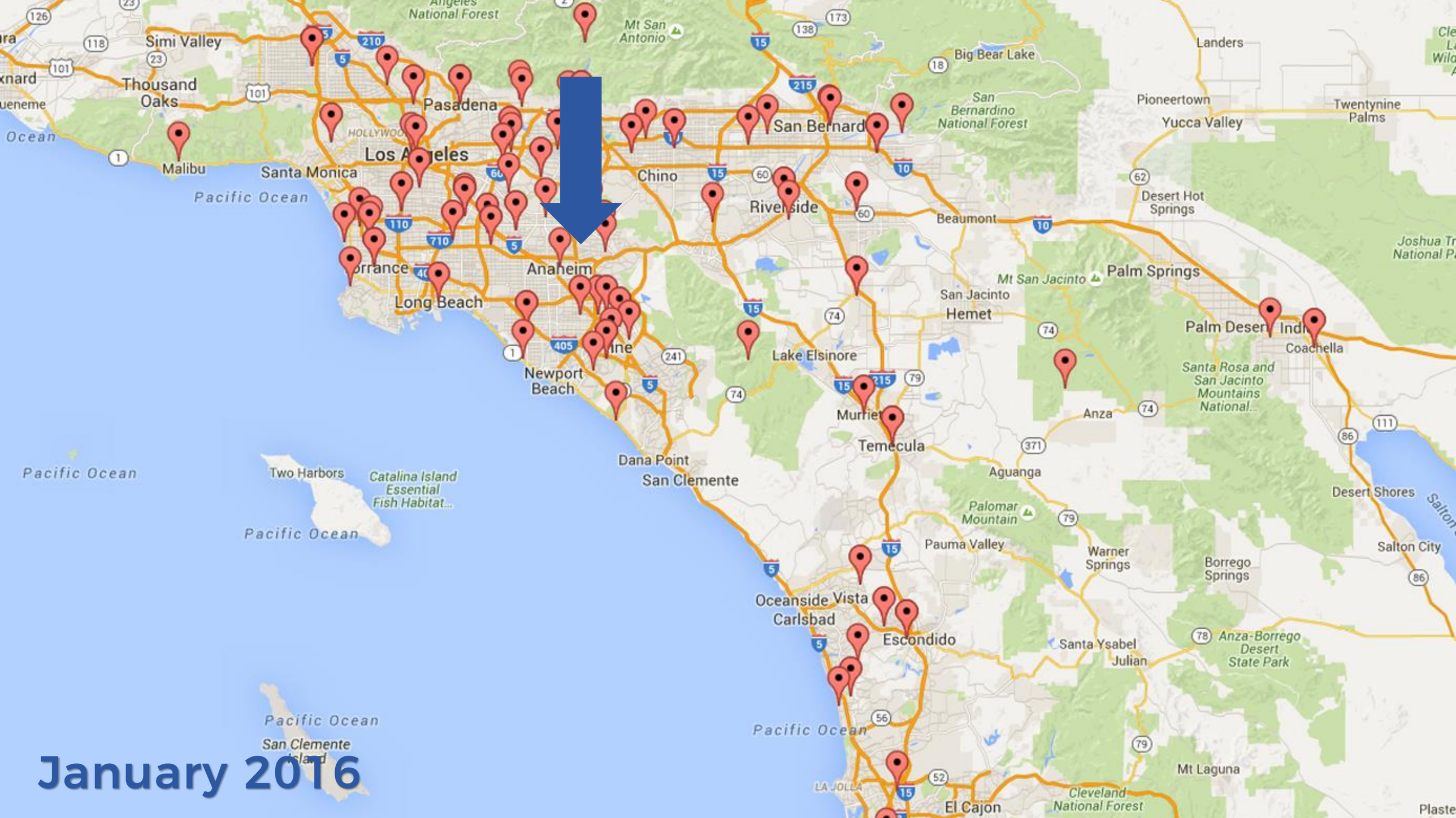
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All models are wrong, but some are useful.

GEORGE E. P. BOX

GOALS

- [x] WHY DO WE NEED OPEN MIDDLE?
- [x] HOW ARE THEY DIFFERENT?
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- [x] HOW CAN SPIES AND ANALYSTS HELP ME?
- [x] WHAT DOES IT LOOK LIKE IN ACTION?

OPEN MIDDLE & SPIES AND ANALYSTS

ROBERT KAPLINSKY

robert@robertkaplinsky.com

robertkaplinsky.com/hmhwebinar

@robertkaplinsky

WANT THE RESOURCES?

Text the message:

HMHWEBINAR

To 44222