

VOLUME 2 ISSUE 8 17TH MARCH 2009

BLENDING ASSESSMENT WITH INSTRUCTION PROGRAM


BAIP BULLETIN

BAIP News
2009 - 2010 Subscription

Technology Updates
Assigning Tutorials to Students

Content Updates

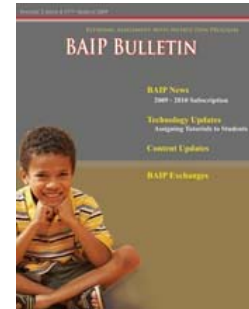
BAIP Exchanges



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BAIP Bulletin

- [BAIP News](#) - The latest news on current and new features, as well as resources for teachers and parents.
- [Content Updates](#) - Information on updates to lessons and tutorials.
- [Tech Updates](#) - Technical changes, additions or corrections that warrant your attention.
- [Exchange](#) - Questions and comments that are frequently asked by BAIP participants are answered.



BAIP News

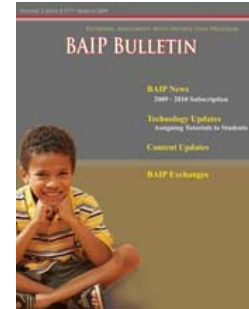
BAIP Subscription: We have received a number of inquiries about future funding for the Blending Assessment with Instruction Program (BAIP) in mathematics. As you know, the development of BAIP was initiated by the Center for Educational Testing and Evaluation in 2005. For the last two years, KSDE has supported the distribution of BAIP to Kansas school districts. While KSDE continues to encourage the use and further development of BAIP, the economy has resulted in a situation in which KSDE needs to discontinue the support that has made BAIP free to districts. We have been exploring additional options including external support via grants. The challenge for the latter is that, while we anticipate the stimulus package will result in increased research and development funds becoming available, most of those competitions will not occur in time for next fall.

A pricing plan has been developed and mailed to your superintendent. While it will not cover the full costs for distribution, we believe that we can make it work. Our commitment is to keep the costs low for districts.

The BAIP staff continues to work on the improvement of BAIP in mathematics, the development of a science version of BAIP, and additional resources for students with learning difficulties, plus resources for parents. All of the resources are, of course, aligned with state standards. Most of these resources will be available in the fall. Districts subscribing to BAIP for the 2009-2010 school years will also have access to BAIP throughout the 2009 summer session. A BAIP subscription for 2009-2010 will also include access to the new resources as they become available.

The use of BAIP has increased over last year from 187 to 229 districts. Over the past eight weeks, 384,188 tutorials have been completed online.

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Content Updates

Lessons:

- No Changes

Tutorials:

- 10th grade
 - S4.B2.a1b, Tutorial 1, Check Your Learning.

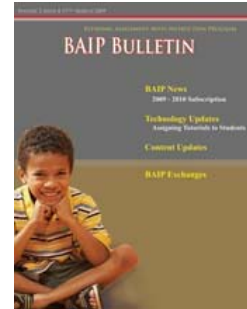
Previous	Current
<p>A. \$20,000</p> <p>Why option A is incorrect. The answer can be figured more exactly.</p>	<p>A. \$20,000</p> <p>Why option A is incorrect. Rent, transportation, savings, clothing, and utilities cost \$1675 per month. The yearly budget for those items is more than \$20,000.</p>
<p>B. \$31,000</p> <p>Why option B is incorrect. This is more than the entire budget for a year.</p>	<p>B. \$31,000</p> <p>Why option B is incorrect. The total budget for the year is \$29,700. \$31,000 is too large.</p>
<p>C. \$51,000</p> <p>Why option C is incorrect. This is more than the entire budget for a year.</p>	<p>C. \$51,000</p> <p>Why option C is incorrect. The total budget for the year is \$29,700. \$51,000 is too large.</p>
<p>D. \$20,100</p> <p>Rent, transportation, savings, clothing, and utilities together make up about $\frac{3}{4}$ of the pie. The total is \$2475 times 12 months, which equals 29,700. Answer D is closest to $\frac{3}{4}$ of \$29,700.</p>	<p>D. \$20,100</p> <p>Why option D is correct. Rent, transportation, savings, clothing, and utilities together cost \$1675 per month. \$1675 times 12 equals \$20,100.</p>

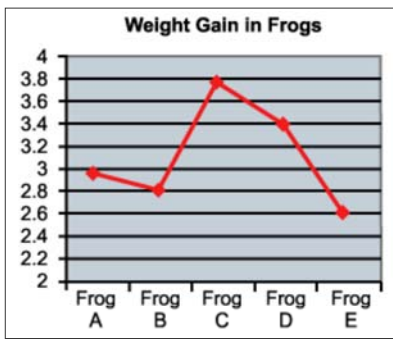
- S4.B2.a1b, Tutorial 2, Key Idea.

Previous	Current
<p>For example, the graph on the left tells us that in 2002, sales were about 90 (whatevers), but the actual number could be 89 or 91.</p>	<p>For example, the graph on the left tells us that in 2003, sales were about 90 (whatevers), but the actual number could be 89 or 91.</p>

- S4.B2.a1b, Tutorial 2, Age Appropriate Skill Application.

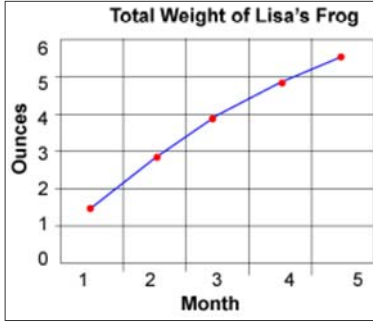
Previous	Current
<p>For a school project, Lisa has created a line graph to show the weight gain of 5 frogs that she is studying.</p>	<p>For a school project, Lisa has created a line graph to show the weight gain of a frog that she was studying.</p>





What is the approximate range in the frogs' weight gain?

The minimum weight gain is Frog E's gain of about 2.6 ounces. The maximum weight gain is Frog C's weight gain of about 3.8 ounces. The range in the frogs' weight gain is the difference between the minimum and maximum gains: $3.8 - 2.6 = 1.2$ ounces.



What is the approximate amount of weight gain over the five months?

The frog weighed about 1.5 ounces in the first month. After 5 months, the frog weighed about 5.5 ounces. Therefore, if you subtract 5.5 minus 1.5, you can find that the frog gained about four ounces.

- o S4.B2.k4, Tutorial 1, Check Your Learning.

Previous	Current
(A) Correct! The mean would increase since 70 is further above 55.67 than the 45. The 70 would "pull" the mean toward it more than the influence of the 45.	(A) Correct! The difference between 70 and 55.67 (14.33) is greater than the difference between 55.67 and 45 (10.67). Therefore, the addition of 70 will "pull" the mean up more than the addition of 45 will "pull" the mean down.

- o S4.B2.k4, Tutorial 2, Review Concept 2.

Previous	Current
The median of a set of numbers will change when an additional term greater or less than the other terms is included in that set. The mean will also change. If the new number is much greater or much less than the others, the mean will change substantially.	The median is the middle number of a numerical set arranged from least to greatest or greatest to least. The mean is the arithmetic average. Outliers typically have a larger effect on the mean of a data set than the median. The magnitude of the effect on the mean is dependent on how much difference there is between the outlier and the previous mean.

- o S4.B2.k5, Tutorial 1, Practice I.

Previous	Current
(C) 10% Using a straight edge, place the edge so that it lines up with the left most point and right most point. This provides a beginning line of best fit to the data. Slightly adjust the ruler up or down so that 2 goals are met:	(C) Why option C is correct: The line is slightly sloping upward. In 1990, the rate was about 6%. In 1995, the rate was about 8% an increase in 2%. 2000 is 5 years after 1995, and since the relationship is linear, we would expect another 2% increase. Therefore, the tax rate should be about 10%.

- o S4.B2.k5, Tutorial 2, Check Your Learning.

Previous	Current

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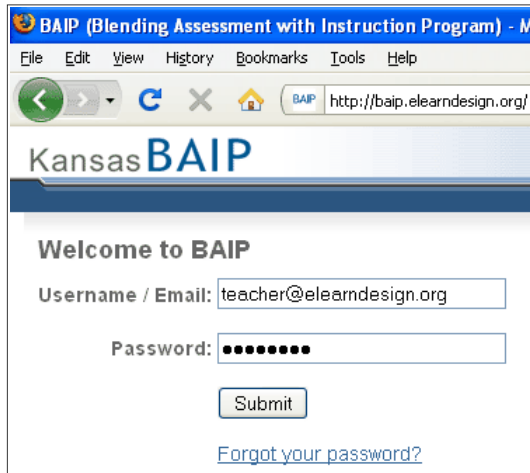
Tech Updates

Question:

Where do I go to assign tutorials to my students?

Answer:

1. Sign in to BAIP



Open up a web browser and go to the main BAIP URL:

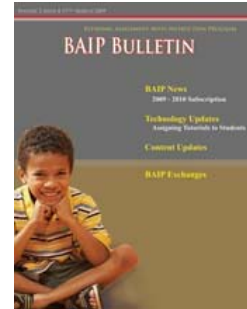
<http://baip.elearndesign.org/>

Teachers use their emails, not usernames, to get into BAIP so enter your email (the one your district used to add you into BAIP) and your BAIP password.

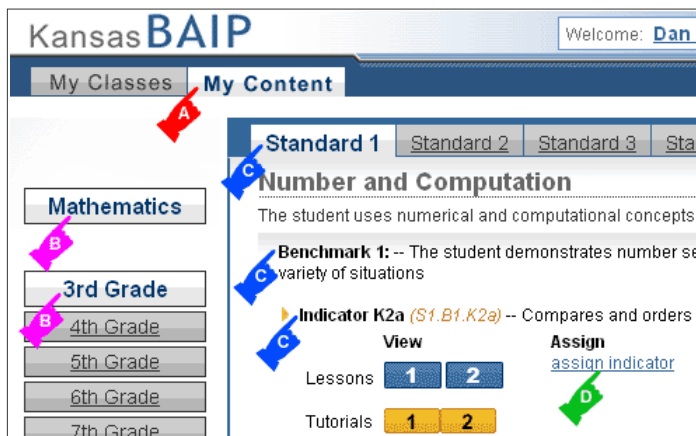
By default, teachers will be taken to the "My Classes" side of BAIP after they sign in.

Forgot your password?

If you forget your password, you can always go to the sign in page and click the "Forgot your password?" link to email yourself a password reminder.



2. Find your indicator





Step

Click the "My Content" tab to get to the content side of BAIP. This is where you view and assign BAIP lessons and tutorials.



Step

Make sure you're in the right curriculum area and grade level by clicking the appropriate buttons (Currently Mathematics is the only available content area)



Step

Click the desired standard first, then scroll down to find the desired benchmark and Indicator.



Step

To assign an indicator for the first time, or to update an existing assignment, click the "assign indicator" link

Thanks for using BAIP this year and thanks for helping us make BAIP better. As always, please feel free to contact me with your questions and comments.

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785-864-1039

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Exchange

Additional comments from practicing teachers about BAIP:

- "Love using BAIP! I am anxious for it to expand into other content areas."
- "Thank you for providing this resource."
- "I have really benefited from the extra support the BAIP lessons have provided to prepare my students for the State Assessment Tests."

* If you are interested in getting e-mail updates when new bulletins are available, click the "**Subscribe**" envelope on the right. You will have a chance to enter your e-mail address to keep up-to-date on the latest BAIP news.

** Your e-mail is considered private and will not be given to third-party organizations or corporations.

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If you have a question or comment you would like to send to the BAIP team, which might be used in future BAIP Exchange posts, please complete the form below. (*Required)

Name:* Email:*

City: State

School:

Comment or Question:

You can use my name and comment or question in a future BAIP Bulletin. Yes No

Thank you for submitting your comment or question to the BAIP team! If you have asked a specific question, a BAIP team member will contact you with an answer. Your submission may or may not be published in future BAIP Bulletins, but if selected, the BAIP team reserves the right to modify the content and use your name. If you do not wish your comment or question to be used in a BAIP Bulletin, please check the appropriate option above.

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