**Sample Assessments**

**General Guidelines**

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations, teacher interviews, anecdotal records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

**General Assessments**

* Unit 1, General Assessments, Personal Interview: Review the

interviews from Unit 1 (Activity 2) and target students who did not score well. Interview these students again to determine if they still have some weakness, and if so, provide them with more instruction.

* Keep documentation of student understanding in the form of

portfolios. Teacher observations and records as well as student- generated products will be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

* Observe a student acting out addition and subtraction stories to see if he/she understands the difference.
* The student will create a story problem which uses addition (subtraction) and will draw a picture. The student will solve the problem and write a number sentence.
* The student will use a storyboard and math manipulatives to demonstrate an addition or subtraction story.
* The student will record an addition or subtraction story that he/she has created on a storyboard.
* The student will use dominoes to record an addition or subtraction story.
* The students will solve problems using pictures that involve addition or

subtraction. For example, a picture might show four birds sitting in a cage and one bird flying out the door of the cage. The teacher will say, “There are five birds in a cage. One bird just flew away. Write the number sentence to show how many birds are left.”

* Using math manipulatives, the student will build many different patterns.
* The student will use appropriate mathematical language in speaking and recording an addition or subtraction equation.
* The student will record addition and subtraction problems on the calculator.
* The student will count forwards and backwards on the calculator.

**Activity-Specific Assessments**

* Activity 4: Use this scoring rubric to score the performance task.

Scoring Rubric:

 \* 3 points---All components of the activity are completed, labeled, and

 correctly done.

 \* 2 points---All components of the activity are completed, but not

 correctly done.

\* 1 point----The activity was attempted, effort was evident, parts of the

 project were correct, but the activity was not completed.

\* 0 points---No component of the activity was completed.

* Activity 5: Observe each student as he/she works with the number line and lima beans to see if he/she can find the answer to addition and subtraction problems.

* Activity 13: The student will record the different patterns made, and together

with the teacher, will score the project using Pattern Rugs--- Recording Sheet BLM and Rubric for Scoring Pattern Rugs BLM.