**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:**

 Personal Interviews:

In order to plan math instruction that meets the needs of students, many teachers rely on a personal interview. While the other students are busy with a task, the teacher will interview one student to assess what the student knows and/or what he/she needs to know. An example of an interview that will yield much helpful information at the beginning of the year is provided at the end of this unit. An example of a rubric to score the interview is also given.

Portfolios:

In a folder or portfolio the teacher may collect…

\* Personal interviews accompanied by a scored rubric

\* Anecdotal notes recorded by the teacher

\* Samples of math projects completed alone and in a group

\* Photographs taken of a student with his/her math project

\* Teacher-made and standardized tests

Teacher Observation:

* Anecdotal Records:

With small children, teacher observation is often one of the most effective ways of assessing understanding. As teachers observe the students, many teachers write their anecdotal records on post-it notes and place them in the student’s portfolio at a later time.

* Understanding/Misunderstanding Recording Sheet

This sheet, found at the end of Unit 1 or one that the teacher makes herself is used to record students who are having trouble with a concept or lesson. The math topic will be written at the top of the page along with the date and a line drawn down the center of the page. Write the word Understandings on one side and Misunderstandings on the other side. Record the names of students who are having difficulty on the misunderstandings side, and target these students for extra help later. This recording sheet is useful anytime the teacher is observing her students at work.

* Modified Math Learning Log: With the help of the student, record new understandings on large chart paper. Explain math processes, pose and solve problems, make and check predictions, and reflect on what has been learned. For example, after doing Activity 5, Guess My Number, the teacher and students might write: “We tried to guess our partner’s number with 5 guesses, but sometimes that was hard and it took us more.”

After practice with writing class math logs,many first graders will be ready to record in personal math *learning logs* ([view literacy strategy descriptions](http://www.louisianaschools.net/lde/uploads/11056.doc)).

**Activity-Specific Assessments**

* Activity 1: Place Value Interview BLM
* Activities 3, 4, 5, 7, 10: Teacher Observation

Create an Understandings/Misunderstandings sheet as described in General Assessments to observe which students understand the concept being taught. Record the names of students having misunderstandings and target them for additional instruction.

Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Understandings | Misunderstandings |

* Activity 6: What Number Am I? BLM
* Activities 8, 9, 12: Score with Rubric BLM