**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 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:

Teacher observation of small children is often one of the most effective ways of assessing understanding. During and after observations, write anecdotal records on post-it notes and place in the student’s portfolio.

* 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 whenever students are being observed.

* Modified Math Learning Log:

On large chart paper, the teacher (with the help of the students) will record new understandings, explain math processes, pose and solve problems, make and check predictions, and reflect on what has been learned. For example, after doing Activity 2 Write & Roll, the teacher and students might write:

“After everyone finished playing the game, we counted and found out that the number 2 was the number that won the game the most.”

After practice with writing Class Math Logs, many first graders will be ready to record in personal math learning logs*.*

 **Activity-Specific Assessments**

* Activity 6: Use the Specific Assessment, Personal Interview: Money BLM

After this assessment, write a statement about the student’s knowledge about money. An example might be: This student knows a great deal about money. She can name all the coins, count like coins and count combinations with dimes, nickels, and pennies. She cannot count from a quarter.

An example for a low-performing student might be: This student can name the coins but does not know how much each is worth. She needs more experiences with the money activities. *Teacher Note: The GLE for first grade says students need to find the value of a set of coins to $1.00 using one denomination of coin.*

* Activities 8, 9: Use the following rubric to score.

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

 correctly done.

 \* 2 points -- All of the 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 project was completed.

* Activities 10, 11: Understandings/Misunderstandings sheet

Create an Understandings/Misunderstandings sheet as described in General Assessments to observe which students understand how to use a thermometer and which students have misunderstandings and will require additional attention.

Temperature

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

* Activity 12: Calendar – Assess understanding by asking questions similar to those posed in the activity.