**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, interview one student to assess what the student knows and what he/she needs to know. Examples of questions might be:

Use this ruler to tell how long this ribbon is.

Show me how to use paper clips to measure this book.

Do you weigh more than this pound of rice or less?

Portfolios:

In a folder or portfolio collect:

* Personal interviews
* 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. Observe the students, write anecdotal records on post-it notes and place in the student’s portfolio at a later time.

* Understanding/Misunderstanding Recording Sheet:

This sheet that the teacher makes 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 when observing students at work.

Topic-Date

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

* 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, Draw a Picture Strategy, Wheels, the teacher and students might write,

*We drew three tricycles and counted by 3s.*

*We drew three sticks and three sticks and three sticks and counted them.*

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

**Activity-Specific Assessments**

* Activities 1, 3, 5, 6, 10, 11: Teacher Observation - Math Strategies, BLM
* Activity 2: Use Rubric-Draw a Picture Strategy, Wheels BLM
* Activity 7, 8, 9, 15: Use the Personal Interview- Double Digit Numbers BLM
* Activity 13: Use My Strategy for This Subtraction Story BLM as a test.

Score with Rubric-My Strategy for This Subtraction Story BLM