

Bernards Township Schools
Assessment Guidelines for Mathematics Grades 1 – 5

Assessment Goals

- Teachers need to use assessment tools and techniques so that children can demonstrate what they know and so that teachers have reliable information from multiple sources.
- Assessment and instruction should be closely aligned and assessment should assist teachers in making future instructional decisions.
- Assessment should focus on important outcomes, not just outcomes that are easy to measure.

The Everyday Mathematics program offers many opportunities for assessing children's skills and concepts. For a better understanding of assessment and the assessment materials that accompany the Everyday Mathematics program, teachers should review pages 1 – 37 of the "Assessment Handbook." Listed below are opportunities for assessment.

Everyday Mathematics Tools for Assessment

Progress Check -Written Unit Assessments

Progress Check – Oral/Slate Assessments

Mid-Year and End-of-Year Written Assessments

Open Response Problems

Recognizing Student Achievement Notes (Items with a pink star on Journal Pages, Math Boxes, etc)

Games Record Sheets

Kid Watching

Exit Slips

Class Check List/Individual Profile of Progress

Other Tools for Assessment

Teacher –Made Quizzes

Fact Drills

Framework for Computational Fluency

District End-of -Year Assessment (Grades 1 and 2)

Guidelines for Mathematics Assessment (Grades 1-3)

Written Unit Assessments – administration and scoring

For the end of the unit assessments use either the pre-made assessment in the handbook or create an alternative assessment using the assessment CD. When necessary, eliminate skills that were not covered in the unit during the year or add skills you have emphasized. Refer to the curriculum guide pacing guidelines to determine which lessons are optional or are to be omitted. Consistency in scoring unit assessments across the grade in each school is highly recommended. These summative assessments should be part of the evaluation process and reflected on the report card.

Mid and End-of Year-Assessments

Teachers in Grade 1 and Grade 2 should administer the District End-of-Year Assessment, and may also administer the Everyday Mathematics Mid-Year Assessment. Teachers in Grade 3 should administer the Mid and End-of-Year Assessments provided in Everyday Mathematics and utilize them to help determine students' mastery of skills and concepts and also to guide future instruction. Teachers in Grades 1 and 2 may administer the Everyday Mathematics End-of-Year Assessment to use as an additional tool. Teachers should refrain from directing a cumulative review of the topics prior to these assessments, but instead should use the results of the assessment to provide students with additional instruction when necessary. These assessments may also assist in making decisions about students' placement in instructional support.

Open-Ended Response

The open-ended assessment for each unit should be used. It is up to the teacher's best judgment how to use the assessment and how to integrate this assessment into a evaluation system. No matter how the teacher uses the assessment, the results of the assessment should help with important instructional decisions. At a minimum, the assessment should be reviewed with the class and multiple solutions should be discussed.

Oral/Slate Assessments

The oral/slate assessments should be administered and the results should be used to inform future instruction. It is up to the teacher to determine how to integrate these assessments with their evaluation system.

Check Lists

Checklists are available in the back of the Assessment Handbook. They are an effective way to monitor the progress of your class and track the growth of specific skills and concepts. These checklists are also helpful when writing report card comments and when talking with parents about their child's skills. It is up to the individual teacher to determine how to best use these check lists.

Ongoing Assessment

In the teacher's manual, certain problems on journal pages and in math boxes have a pink star. These items should be checked for student understanding and can then be used to guide future instruction. Exits slips should also be used in a similar manner.

Guidelines for Mathematics Assessment (Grades 4-5)

Written Unit Assessments – administration and scoring

For the end of the unit assessments use either the pre-made assessment in the handbook or create an alternative assessment using the assessment CD. When necessary, eliminate skills that were not covered in the unit during the year or add skills you have emphasized. Refer to the curriculum guide pacing guidelines to determine which lessons are optional or are to be omitted. Consistency in scoring unit assessments across the grade in each school is highly recommended. When scoring the end of unit assessments, Part A should be worth approximately 80% and Part B should be worth approximately 20% of the total value of assessment. These summative assessments should be reflected in the student's report card grade.

Mid and End-of-Year Assessments

Teachers should administer these assessments and utilize them to help determine students' mastery of skills and concepts and also to guide future instruction. Teachers should refrain from directing a cumulative review of the topics prior to these assessments, but instead should use the results of the assessment to provide students with additional instruction when necessary. These assessments may also assist in making decisions about students' placement in instructional support.

Open-Ended Response

The open-ended assessment for each unit should be used. It is up to the teacher's best judgment how to use the assessment and how to integrate this assessment into a grading system. It can be used as extra credit, an addition to unit assessments, a homework assignment, or other ways determined by the teacher. No matter how the teacher uses the assessment, the results of the assessment should help with important instructional decisions. At a minimum, the assessment should be reviewed with the class and multiple solutions should be discussed.

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