

**Standards Based Assessment and Student Report Cards – Robertson –**

Follow-up Activity 1 – Handout 2

***Build “Assessment Pacing Guides” from standards***

<b>CMSD 4th Grade Math Report Card Course Outcomes</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Uses a variety of strategies to solve problems; communicates math ideas (1)	Y	Y		?
Uses place value to read, write, represent, compare numbers (2)	Y			?
Identifies and generates equivalent forms of fractions and decimals		Y		Y
Models operation properties and relationships; uses models and words to describe patterns and relationships in computation (3)	Y	Y	Y	Y
Demonstrates fluency in basic facts, counting, changing money (4)	Y	Y		?
Estimates/measures length, weight, volume, temperature, time, money, area, perimeter		Y	Y	?
Describes, classifies, compares, and models triangles and 2D and 3D shapes			Y	?
Identifies and models points, lines, planes, ordered pairs, transformations			Y	?
Graphs, interprets, predicts, analyzes, draws conclusions about data		Y		?
Conducts and interprets simple probability experiments		Y		?

***Outline Assessment Plan***

<b>Outline of Assessment Plan for 1st Quarter, 4th Grade Math</b>	<b>O1</b>	<b>O2</b>	<b>O3</b>	<b>O4</b>
Diagnostic assessment: Number, Number Sense, Operations	F	F	F	F
Mathematical inventory of my world	FS	FS		FS
Short-cycle assessment on place value and estimation (on-demand)		S		S
Real world problems independent project	S		S	
Short-cycle assessment on decomposing and computation		S	S	S
Mathematics journal sample	FS	FS	FS	FS
Short-cycle assessment on problem-solving & mathematical tools	S		S	S
Diagnostic assessment on variables and algebraic concepts	F		F	
Student presentations	S	?	?	?
End of quarter exam (NAEP reference items, on-demand)	S	S	S	S

F is formative, S is summative, FS is both – only the final draft is scored for grading