

Formal Assessment Plan
4th Grade: Sadlier-Oxford Curriculum 2012
Progress in Mathematics
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Learning Goal	Assessment	Format of Assessment	Adaptations
<p>1. Students will be able to accurately (score of 80% or above) multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.</p>	Pre-assessment	<p>Oral Review: Use base ten blocks to show different numbers of units (ones). Conduct an oral review of regrouping ones as tens and ones through exercises such as these: 13 ones = 1 ten and 3 ones; 24 ones = 2 tens and 4 ones; 32 ones = 3 tens and 2 ones.</p> <p>Method for Measuring: Small group interventions; Record sheet to monitor baseline score and progress; Raw Score divided by Problems Attempted (Percentage)</p>	<p>Below Grade Level: Give these students easier exercises such as these: $3 = 3$ ones, $5 = 5$ ones, and $7 = 7$ ones.</p> <p>Above Grade Level: Give these students more challenging exercises such as these: $120 = 1$ one hundred, 2 tens, and 0 ones; $157 = 1$ one hundred, 5 tens, and 7 ones.</p>
	Self-Assessment	<p>Students will work through exercises 1 and 8 on the board and at their desks. Discuss each step of the algorithm for the exercises. Then assign exercises 2-12 for students to complete individually. Remind students to regroup as needed and to add regrouped tens after multiplying tens.</p> <p>Students will self-assess when they have completed their problems individually. They will then be given the opportunity to check their answers with a partner and then check with an adult (i.e. teacher, special education teacher, paraprofessional, etc.) Students will determine if they have achieved the goal of 80% or higher. If they have incorrect answers, it will be vital for the students to go back, fix their mistake, and return it back to an adult for correction. It is important for students to know where they started and their progress towards meeting the learning goal. Were the students able to achieve an 80% or higher to succeed?</p>	
	Formative Assessment	Assign exercises: 2-30 even, 31-36	<p>Below Grade Level: Assign these students exercises 1-12, 31-32</p> <p>Above Grade Level: Assign these students exercises 13-42</p>
	Summative Assessment	Multiplying with Regrouping Assessment (Page 42)	<p>Below Grade Level: VOID problems #25-30</p> <p>Above Grade Level: N/A</p>