

Overview of the Assessment Sourcebook

Assessment and instruction are interwoven strands in the fabric of mathematics education. The primary purpose of assessment is to promote learning, so assessment may be referred to as the glue that holds curriculum and instruction together. As a result, the various instructional methods used in Scott Foresman–Addison Wesley Mathematics are supported by different assessment methods. This overview is a brief introduction to the kinds of assessment available in this Assessment Sourcebook, including both formal and informal types of assessment.

Formal Written Tests

A variety of formal written tests are provided to assess students' mastery of important mathematics concepts and skills.

Materials Provided

Blackline masters (starting on page 1)

- **Diagnosing Readiness** in Grades 1–6 to assess students' understanding of mathematical concepts developed in the previous grade level.
- **Chapter Tests** for use with all individual chapters in the student text. In Grades K–2 there are two forms of the Free Response and the Multiple Choice chapter tests. In Grades 3–6 these tests are called Mixed Formats because they contain free-response, multiple-choice, and writing in math questions. There are two forms of each chapter test.
- **Cumulative Tests** provided for use after Chapters 3, 6, 9, and 12.
- **A bubble-form Answer Sheet** to allow students to practice answering test questions on a separate response sheet.

Journal Writing

Journal Writing encourages students to use mathematical language as they reflect on what they are learning. It also provides an opportunity for you, the teacher, to gain insight as to how students approach problem-solving.

Materials Provided

(starting on page viii)

- Tips for assessing and responding to journal entries
- Ideas for Journal Prompts

Portfolio Assessment

Portfolio Assessment provides a way of tracking a student's growth and progress over time. A portfolio should include many types of assessment.

Materials Provided

(starting on page xiii)

- Tips and ideas for compiling and managing mathematics portfolios
- Inside My Mathematics Portfolio (blackline master) serves as a table of contents for the portfolios
- A Mathematics Portfolio Assessment Sheet (blackline master) to record how student portfolios track growth in various areas

Performance Assessment

Performance tests give a way to assess students' qualities of imagination, creativity, and perseverance. By using performance assessment, you can evaluate how students

- reason through problems,
- make and test conjectures,
- use number sense to predict reasonable answers, and
- utilize alternative strategies.

Materials Provided

(starting on page xviii)

- Performance Assessment tasks to be used after each chapter
- Notes that identify the mathematical concepts and skills needed
- A four-point Scoring Rubric

Basic-Facts Timed Tests

Basic-Facts Timed Tests provide students with the opportunity to review and practice basic facts.

Materials Provided

(starting on page 25)

- Tips for administering the tests
- Tips on adjusting time limits
- Additional materials
- Basic-Facts Timed Tests to be used before each chapter

Name _____

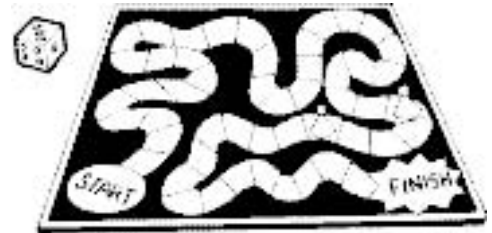
Chapter 2 Diagnosing Readiness

- 1 Write the number that tells how many.



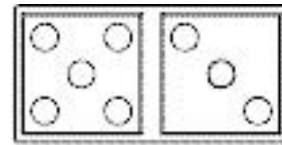


- 2 Jo and Sal played a game.
Jo tossed a 5.
Sal tossed a 3.



Who moved more spaces? _____

- 3 Write the numbers to
match the picture.



8 is _____ and _____.

- 4 Complete the addition sentence.



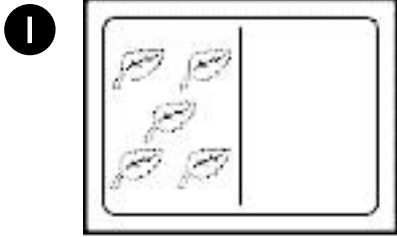
_____ and _____ is _____.

- 5 Tell how many are left.

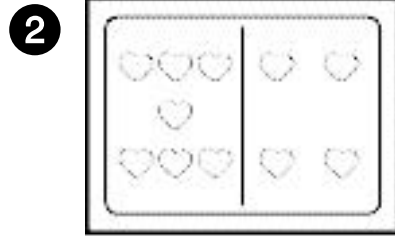


_____ are left.

Write each addition sentence.



_____ + _____ = _____



_____ + _____ = _____

Write each subtraction sentence.



_____ - _____ = _____



_____ - _____ = _____

Add to find the sum.

5

5
+ 6

5 + 6 = _____

6

3
+ 7

3 + 7 = _____

Subtract to find the difference.

7

9
- 5

9 - 5 = _____

8

7
- 4

7 - 4 = _____

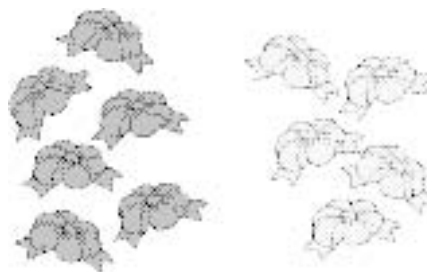
9 Write an addition sentence to answer the question.

Sara had 6 bows.

Ana gave her 5 more bows.

How many bows does Sara have now?

_____ + _____ = _____ bows



10 Circle **add** or **subtract**.

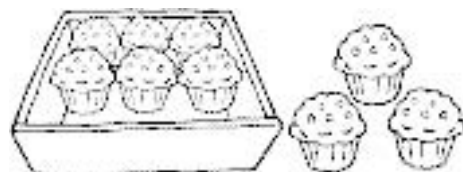
Then write a number sentence.

Todd's mom baked 9 muffins.

She put 6 of the muffins in a box.

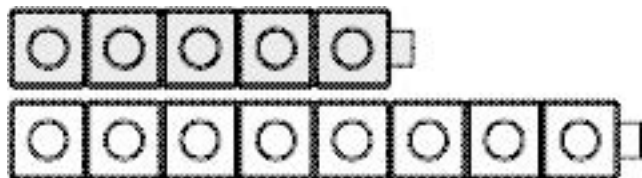
How many muffins are not in the box?

_____ ○ _____ = _____ muffins



add subtract

11 How many fewer dark cubes?



_____ fewer dark cubes

12 Write a subtraction sentence.

Then write how many more cars.



_____ ○ _____ = _____

_____ more cars