Assessment Design Project

The assessment I have chosen is a math assessment designed for second grade. This assessment would be used in the second semester of the year after students had studied a math unit that included lessons on number patterns, place value, less than and greater than, reading numbers, adding two digit numbers, telling time, and interpreting data from graphs. The assessment would be given at the end of the unit to assess the students’ understanding of the entire unit. If I were using this assessment in my future classroom, I would make several changes to the assessment to administer it to the whole class, as well as specific accommodations for an EL student and a GATE student.

The first modification I would make to this assessment for the entire class is reading the questions aloud and reviewing the test with the students before they began. This will lower students’ anxiety, allow them to ask questions, and assist students who struggle with reading. I would also decrease the number of addition and subtraction problems and format them all in a vertical manner. This will prevent confusion without tiring them out and causing them to lose interest, while still assessing their abilities. Instead of asking students to place the numbers “in order” as the original assessment asks, I modify the wording by asking students to place the numbers in order from *smallest to largest.* This wording is more specific and avoids misinterpretation. Another modification I would make is having students cut apart six three-digit numbers and glue them into boxes marked “even” and “odd”. This activity gives students a chance to use their kinesthetic intelligence and gives them a break from writing. To assess time-telling skills, students would first examine a picture of a clock and fill in the time the clock is showing. They would also be asked to fill in a blank clock with a specific time. This modification allows the students’ understanding to be assessed in two different forms. I would also change the format of the graph portion of the assessment. Instead of creating a graph, the assessment would provide a graph and ask students two multiple-choice questions about the graph and one “fill in the blank” question. This keeps the focus on their ability to interpret graphs and decreases the chance that the directions will confuse them. In addition, I would divide the test into two parts and give the test over a span of two days. The test is quite long for a young student, and this modification would allow students to do their best by not requiring them to test for an exceptionally long period of time.

The EL student that I am making accommodations for is a student who came to the school about four weeks ago. Although she only knows a few words in English, she is highly proficient in her native language and is familiar with many academic terms in her native language. She has been in the classroom for most of the lessons in this unit. Although she can do the problems in class, she often struggles to read and understand the questions in English. In order to assess her math skills, I would modify this assessment by having it read to her in her native language. This modification will allow this student’s math abilities to be accurately assessed. Administering the test to her in her native language will allow her to focus on math instead of struggling to read and understand questions in a foreign language. Since the goal is to assess her math skills and not her ability to read in English, this assessment is justified as well as necessary.

I would also make a few modifications to this assessment for a student who has recently joined the GATE program. This GATE student becomes disinterested quickly if he does not feel challenged and enjoys working creatively. Throughout the unit, he has been intermittently given more in depth instruction to continue his growth. Therefore, I would make a few modifications to his assessment. Instead of having the student finish the pattern, I would have him fill in missing numbers in a pattern. This would increase the challenge and delve deeper into the concept. His test would give him a few creative options as well. His test would ask him to choose any three-digit number. He would then be asked to write the number in numerals and also write the words for the number (i.e. 162, one hundred sixty-two). This would keep his attention by giving him more options and choices as well as increasing the challenge of the task. To assess graph skills, I would provide information and directions along with a blank graph and have the student fill in the graph. I would then ask him two questions about the graph. I would include word problems that required addition and subtraction in addition to the simple addition and subtraction questions. For example, one question may be, *“Sam has 18 stuffed animals. His little brother has 8 stuffed animals. How many stuffed animals do Sam and his brother have have altogether?”* In addition, I would have the student answer a challenge question to assess his time-telling skills. The second question about the clock would read, “Recess is twenty-five minutes *after* the time that the *first clock* shows. What time is recess?” This question will engage the student and increase the level of complexity. These modifications to the assessment will engage this gifted student by giving him extra elements and challenges without increasing the number of problems. Therefore, these modifications allow the student to be challenged and assessed according to his current skill level and ability.

Unit Three Math Assessment

Part One

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the numbers that would come next in the following patterns:

1. 100, 110, 120, 130, \_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_
2. 65, 70, 75, 80, \_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

Add the following numbers:

11

+ 5

\_\_\_\_\_\_\_\_

34

+ 22

\_\_\_\_\_\_\_\_\_

Subtract the following numbers:

18

- 9

\_\_\_\_\_\_\_\_\_

25

- 13

\_\_\_\_\_\_\_\_\_\_\_

Compare the numbers using **<** or **>** symbols:

212\_\_\_\_\_215 999\_\_\_\_\_1201

Write the following numbers in ***expanded form:***

347 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

829 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the number that is the same as the written word for each number.

1. One hundred sixty-two:
2. 162
3. 100
4. 62
5. Eight hundred-eleven
6. 111
7. 811
8. 8

Unit Three Math Assessment

Part Two

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Cut out each number along the lines. Separate the even and odd numbers. On the next page, glue the numbers in their correct spots.

|  |  |
| --- | --- |
| 110 | 202 |
| 636 | 782 |
| 808 | 73 |

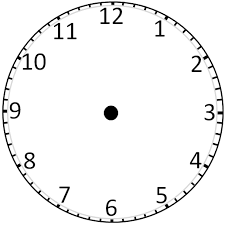
|  |  |
| --- | --- |
| Even | Odd |
|  |  |
|  |  |
|  |  |

Write the following numbers from ***smallest to largest:***

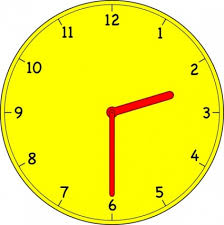
72, 60, 12, 220, 94

\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_

Draw arms for the clock to make the clock read **10:15.** Make sure to use a little hand and a big hand!



What time does the clock show?

 \_\_\_\_\_\_:\_\_\_\_\_\_\_\_\_

The graph below shows one classroom’s favorite colors. Read the graph and then answer the questions.

Favorite Colors

|  |  |  |  |
| --- | --- | --- | --- |
| 7 |  |  |  |
| 6 |  |  |  |
| 5 |  |  |  |
| 4 |  |  |  |
| 3 |  |  |  |
| 2 |  |  |  |
| 1 |  |  |  |
|  | Blue | Red | Green |

1. Which color has the most votes?
2. Blue
3. Red
4. Green
5. How many voted for the color green?
6. 5
7. 3
8. 4

2. How many students voted **all together?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_