# Assessment Reflection for Grade 3 Unit 1

**Name:** Polly Perfect  
**Grade:** 3  
**Building:** Math Skills  
**Date Completed:** __/__/05  
**District:** Mathematics123

## Learning Goals

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Identify and use number patterns to solve problems.</td>
</tr>
<tr>
<td>1b</td>
<td>Count by 10s and 100s.</td>
</tr>
<tr>
<td>1c</td>
<td>Apply place-value concepts in 4-digit numbers.</td>
</tr>
<tr>
<td>1d</td>
<td>Tell and show times to the nearest minute.</td>
</tr>
<tr>
<td>1e</td>
<td>Count combinations of bills and coins and write the total in dollars-and-cents notation.</td>
</tr>
<tr>
<td>1f</td>
<td>Find equivalent names for numbers.</td>
</tr>
<tr>
<td>1g</td>
<td>Know basic addition facts.</td>
</tr>
</tbody>
</table>

## Assessment of Student Progress

### Project-Wide Assessment

**Assessment:** Slate #5  
**Goal(s) assessed:** 1f  
**Indiana Academic Standards Addressed:**  
1.2.2 Show equivalent forms of the same number (up to 20) using objects, diagrams, and numbers.  

**Rubric**  
- **B** See Assessment Handbook, p. 28  
- **D** See Assessment Handbook, p. 29  
- **S** See Assessment Handbook, p. 29

**Number of Students who were**  

<table>
<thead>
<tr>
<th>Score</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>S</td>
<td>15</td>
<td>68%</td>
</tr>
</tbody>
</table>

**Mathematical Thinking:**  
- One girl wrote 1 ten and 00 ones. Another wrote 50*50. Two slackers were "playing it safe" with simple equations such as 25+0=25. Grr.  
- One wrote 20+10-4 for 25, but did catch it immediately when I showed it to him. Another needed a calculator. Another made a mistake in the tally.  
- I was really impressed to see several of my students use the Roman Numeral chart to answer these questions!! Some used fractions creatively.

### Comments about the assessment and plan of attack:

Dry Erase Board Center set up to practice Name Collection Boxes daily following Morning Work. "Name that Number" also used as another post-Morning Work center. Pair these students up with a 4th Grade buddy to work on "Name that Number " and Name Collection Boxes. After a few days, then pair them up with nd grade buddies that are struggling. This will allow them to not only become a leader, but they will be able to teach others these skills. Kids learn best from each other and by teaching and explaining. Review place value. Look for ways to motivate the two students who played it safe – perhaps pull out a bullwhip and give it a crack! :)

### Other Assessments (Teacher’s Choice)

**Comment on any additional ongoing, product or periodic assessments you chose for this unit.**

**Assessment:** Math Box 1.13  
**Goal(s) assessed:** 2d, 2e, 2f  

**Rubric**  
- **B** cannot readily or correctly do addition facts up to 18  
- **D** knows some facts readily  
- **S** knows facts without having to use strategies or objects.

**Number of Students who were**  

<table>
<thead>
<tr>
<th>Score</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>2</td>
<td>23%</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>55%</td>
</tr>
<tr>
<td>S</td>
<td>12</td>
<td>22%</td>
</tr>
</tbody>
</table>

**Mathematical Thinking:**  
- Two were using their fingers and still didn't get the correct answer.  
- The majority of the students had 3-4 correct  
- these students had all 5 correct: did quickly and went on to rest of mathbox.

**Comments about the assessment and plan of attack:** We will continually reinforce the basic facts in daily routines and especially games (Top It, etc). I know that, over time, the students will improve recall of addition and subtraction facts. Most kids did pretty well here because they had no time limit (lots of time to count on their fingers!). My biggest goal is to help them get quicker at adding and subtracting. My students especially like Beat the Calculator and in unit 2. I think they’ll like Two-Fisted Penny Addition.
Assessment: Slate #1, 2, 3
Goal(s) assessed: 1c

Rubric
- B does not routinely model concept correctly
- D demonstrates partial or satisfactory understanding
- S accomplishes all place value tasks correctly

Number of Students who were
- B 22 out of 22 Mathematical Thinking: This was very eye opening! The students are definitely confused about place value
- D 0 out of 22 Mathematical Thinking:
- S 0 out of 22 Mathematical Thinking:

Number of students who reached the appropriate level of expectation: 0 out of 21 (0%)

Comments about the assessment and plan of attack: This is where I plan to focus most of my energy when remediating skills in this unit. I plan to reinforce with some extra Minute Math activities and use Mental Math & Reflexes and Math Box problems to constantly reinforce place value skills. We use the cubes to manipulate problems sometimes, too. I’ll try pairing some students together at centers to work on this, too.

Other Reflections about the Unit: Challenges, Opportunities, Support Needed, etc.
I am concerned about place value, but I remember that my students struggled with that last year, too. I like how Minute Math has a lot of extra (but QUICK) activities to reinforce skills, though. I also know we need to work on counting money, but that will come with practice. I feel better about the spiral this year than last. I feel more confident that concepts will be seen again so I can continue to help my students build on their knowledge. I am really excited about teaching math this year. Last year I was cautiously optimistic about EM. My students made such incredible leaps last year! I am looking forward to (hopefully) improving my pacing and being more tuned in to which goals are beginning, developing and secure as a way of meeting that goal. For the students, I really like how the number grids help students learn more mental math and place value, too. Do they use them in the upper grades?

Your Own Mathematical Insights
I had not used number grids before using EM. I think it really helps students a lot with place value concepts and mental math. Also, before this, I had never really thought about sunrise and sunset or how it would look if the data was graphed. I think this is a really interesting project as the kids see the graph take shape over time.
Learning Goals:

2a  D  Estimate answers to multidigit addition and subtraction problems.
2b  DS  Use basic facts to solve fact extensions.
2c  DS  Complete "What's My Rule?" tables.
2d  S  Know basic addition and subtraction facts.
2e  S  Complete fact and number families.
2f  S  Solve addition and subtraction multidigit number stories.
2g  S  Add multidigit numbers.
2h  S  Subtract multidigit numbers

Assessment Reflection for Grade 3 Unit 2

Name: Polly Perfect
Date Completed: __/__/05
Grade: 3
Building: Math Skills
District: Mathematics123

Learning Goals:

2a  D  Estimate answers to multidigit addition and subtraction problems.
2b  DS  Use basic facts to solve fact extensions.
2c  DS  Complete "What's My Rule?" tables.
2d  S  Know basic addition and subtraction facts.
2e  S  Complete fact and number families.
2f  S  Solve addition and subtraction multidigit number stories.
2g  S  Add multidigit numbers.
2h  S  Subtract multidigit numbers

Assessment of Student Progress

Project-Wide Assessment

Assessment: Alternative Assessment - Make up and Solve Addition and Subtraction Number Stories
Goal(s) assessed: 2f

Rubric

B See p 45 in Assessment Handbook
D "
S "

Number of Students who were

B 3 out of 22 (14%) Mathematical Thinking: These students were able to write an addition part, part, total number story. Could not show number model.
D 12 out of 22 (55%) Mathematical Thinking: These students were able to write both addition and subtraction stories. Their number models had computational errors.
S 6 out of 22 (27%) Mathematical Thinking: These students created addition and subtraction number stories; they had complete part, part, total diagrams with complete number models.

Comments about the assessment and plan of attack: I am going to explain and talk about how to construct a number story -stressing "How many in all?" and "How many more?" We will work one-on-one with Parts and Total diagrams and I will model for them. Parts and Total diagrams seemed to be the most difficult part for my students. A few made calculating errors. I always stress to students the concept of checking their work and I will continue to do so.

Other Assessments (Teacher’s Choice)

Comment on any additional ongoing, product or periodic assessments you chose for this unit.

Assessment: Name That Number Game
Goal(s) assessed: Addition and Subtraction Facts

Rubric

B does not attempt to make any combinations
D attempts some obvious simple addition and subtraction combinations
S is successful making combinations of 3 & 4 cards

Number of Students who were

B 0 out of 22 Mathematical Thinking: You had to be there! It was so exciting to watch them use up to 4 cards.
D 0 out of 22 Mathematical Thinking:
S 22 out of 22 Mathematical Thinking: You had to be there! It was so exciting to watch them use up to 4 cards.

Comments about the assessment and plan of attack: They were doing a wonderful job of playing the game using 5 cards and then finding 2, 3 or 4 numbers that they could add or subtract together to find the "Target Number". I had students meet with their six o'clock buddy on their clocks so they were of close ability levels for this game. Many of my advanced students asked if they could multiply and I said "sure". Most were doing very well with the facts, but not all are very quick with getting the answers or finding more than one solution quickly to be able to capture more than 2 or 3 cards at a time.

Other Reflections about the Unit: Challenges, Opportunities, Support Needed, etc.

A challenge for me is to get students to check their work and understand that the first answer they put down may not always be correct. Some students feel if they work a problem, it is correct. I will have some students who continue to make these careless errors check their answer beside the problem. This has helped in the past.