Periodic assessments are another key component of a balanced assessment plan. Progress Check lessons and Mid-Year and End-of-Year written assessments require students to complete a variety of tasks, including short answer questions, open response problems, and reflection questions. These tasks provide you and your students with the opportunity to regularly review and reflect upon their progress—in areas that were recently introduced as well as in areas that involve long-term retention and mastery.

The figure below lists the various periodic assessment tasks provided in *Everyday Mathematics*.
Written Assessments

Experts in assessment distinguish between summative and formative purposes of assessment. Summative assessment measures student growth and achievement so you can determine whether students have learned certain material. Formative assessment provides information about students’ current knowledge and abilities so you can plan future instruction more effectively.

Accordingly, all Everyday Mathematics periodic written assessments include two parts:

- Part A is designed for summative purposes. The questions provide teachers with information on how students are progressing toward Grade-Level Goals. The questions can be used in the same way as Recognizing Student Achievement notes. Students making adequate progress toward Grade-Level Goals should do fairly well on this section.

- Part B is designed for formative purposes. The questions can be used to establish baselines for documenting student growth over time. The questions also assist teachers in their long-term planning in the same way as Informing Instruction notes help teachers in planning lessons.
**Mid-Year and End-of-Year Written Assessments**

To provide a snapshot of how students are progressing toward a broader range of Grade-Level Goals, the program includes two comprehensive written assessments at each grade level—Mid-Year written assessment and End-of-Year written assessment. These written assessments include summative and formative components that cover important concepts and skills presented throughout the year. The Mid-Year and End-of-Year written assessments provide additional information that you may wish to include in developing your balanced assessment plan.

**Progress Check Written Assessments**

Each Progress Check lesson includes a Written Assessment incorporating tasks that address content from lessons in the current and previous units. The Grade-Level Goals addressed in the Written Assessment are listed at the beginning of the lesson. These assessments provide information for evaluating student progress and planning for future instruction.

Written Assessments are one way students demonstrate what they know. Maximize opportunities for students to show the breadth of their knowledge on these assessments by adapting questions as appropriate. Beginning on page 51 in the unit-specific section of this handbook, there are suggested modifications for the Written Assessments that will allow you to tailor questions and get a more accurate picture of what students know.

**Oral and Slate Assessment**

Each Progress Check lesson features an Oral and Slate Assessment that includes problems similar to those in Mental Math and Reflexes, which appears in each lesson. You may choose to manage the collection of information from these problems differently than you do with the daily practice. For example, you may give the problems to small groups of students at a time or have students record their answers on paper rather than on slates.
Student Self Assessment

Each Progress Check lesson includes a Self Assessment master that students complete. These Self Assessments are part of a balanced assessment plan as they allow:

◆ students to reflect on their progress, strengths, and weaknesses;
◆ teachers to gain insights into how students perceive their progress; and
◆ teachers and students to plan how to address weaknesses.

The Self Assessment engages students in evaluating their competency with the concepts and skills addressed in the unit. For each skill or concept, students check a box to indicate one of the following:

◆ I can do this on my own and explain how to do it.
◆ I can do this on my own.
◆ I can do this if I get help or look at an example.

If students feel as though they need help or do not understand, consider talking with them about how they may learn more about the concept or skill. Look to related Readiness activities in Part 3 of lessons and to games for ideas about further developing students’ understanding.

Open Response Tasks

Each Progress Check lesson includes an Open Response task linked to one or more Grade-Level Goals emphasized in the unit. These Open Response assessment tasks can provide additional balance in an assessment plan as they allow students to:

◆ become more aware of their problem-solving processes as they communicate their understanding, for example, through words, pictures, or diagrams;
◆ apply a variety of strategies to solve the longer tasks;
◆ further demonstrate their knowledge and understanding through application of skills and concepts in meaningful contexts; and
◆ be successful on a variety of levels.

Walking Away with a Million Dollars

You will need the following information to solve the problem below:

- There are 10 reams in one carton.
- There are 500 sheets in one ream of paper.
- You can cover a sheet of paper with about six $100 bills.
- The bank has only $700,000 in $100 bills.
- The bank will give you the rest of the money in $20 bills and $10 bills.
- You have inherited one million dollars.
- Your suitcase will hold as much as one carton of paper.

Will one million dollars fit in your suitcase? Show all of your work. Explain what you did to solve the problem.

Assessment Handbook
AH, p. 174
The Open Response tasks have been selected with the following points in mind:

- The problem context makes sense to students.
- The skill level of the problem is appropriate for students.
- The problem involves mathematics in which students have a foundation.
- The mathematics of the problem is important to the grade level. The problem addresses one or more Grade-Level Goals for the grade.
- The problem has connections to the real world that students have experience with.
- The problem may not be a multistep problem, but the solution strategy involves several steps.
- The problem may have more than one correct solution.

In the unit-specific section of this handbook that begins on page 51, each Open Response task has suggested implementation strategies, a sample task-specific rubric, and annotated student samples demonstrating the expectations described in the rubric. The unit-specific section also includes suggestions for adapting the Open Response task to meet the needs of a diverse group of students.

The sample rubrics are on a 4-point scale. The top two scores (4 points and 3 points) are designated for student work that demonstrates success with the task. The bottom two scores (2 points and 1 point) are designated for student work that does not demonstrate success with the task; 0 points are reserved for situations where students have made no effort to understand or solve the problem.

In general, the sample rubrics focus on assessing the following items:

- whether the mathematics students use is correct;
- whether the solution strategy makes sense, is reasonable, addresses the problem, and may lead to a successful solution;
- whether the explanation of the strategy is clear and easy to follow; and
- whether the solution is correct (or correct except for minor errors).
## Walking Away with a Million Dollars Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Determines that $1,000,000 will fit in the suitcase and describes in numbers or words the number of dollars or number of bills required for each kind of bill. Shows all computation and provides clear justification in numbers or words for why $1,000,000 will fit in the suitcase. Clearly explains how the estimate is calculated.</td>
</tr>
<tr>
<td>3</td>
<td>Determines that $1,000,000 will fit in the suitcase and describes in numbers or words the number of dollars or number of bills required for each kind of bill. Shows computation steps, but there might be some errors. Provides some justification for why $1,000,000 will fit in the suitcase. Explains how the estimate is calculated.</td>
</tr>
<tr>
<td>2</td>
<td>Might determine that $1,000,000 will fit in the suitcase, but there might be errors in calculating the number of dollars or number of bills required. Shows computation steps, but there might be errors or steps might be missing.</td>
</tr>
<tr>
<td>1</td>
<td>Might restate some of the facts and perform some of the computation, but there might be errors. There might be evidence of major misunderstandings in interpreting the problem.</td>
</tr>
<tr>
<td>0</td>
<td>Does not attempt to solve the problem.</td>
</tr>
</tbody>
</table>

You may want to work with other teachers from your grade level to apply the *Everyday Mathematics* rubric to your students’ work or to create rubrics for scoring these tasks. Consider the expectations of standardized tests in your area when creating or applying a rubric and modify this sample rubric as appropriate. For more student involvement, consider having them participate in developing a list of expectations for a Level-4 paper.