District 287 Baseline Assessment – Equality

The BASELINE ASSESSMENT FOR EQUALITY has five problems to give to all students in your classroom.

You can give all 5 problems in one day or spread across different days. You can cut the problems apart if you like.

You may read any problems to students but do not give other clues about how to solve or answer the problems.   This is meant to check out what students already know before instruction.

Correct the work and fill out the recording sheet before the first PLC meeting in your building. You may want to cut the problems apart to sort them and score them.

Bring your students' work and your recording sheets to the PLC meeting in your building (and also save it to bring to the next full day Professional Development meeting on Oct. 27th).

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The assessment items were developed from work described by Tom Carpenter and Eric Knuth. Use the scoring grids below to tally the results of all your students and bring the student work and these recording sheets to your first PLC meeting. (ALSO SAVE this recording sheet and student work and bring to the full day Oc.t 27th PD day.)

1.   Is the sentence below true or false? _____

$$19 = 7 + 12$$

Tell why you said it was true or why you said it was false.

Response: Q 1	# students	Notes
true (**correct response**)		
true with no explanation (**correct response**)		
true but… (eg. "It is true but it is backwards.") (**kinda correct response**)		
false		
no response / don't know		

2.   What goes in the box **to make the sentence true?**

$$8 + 4 = \boxed{} + 5$$

Response: Q 2	# students	notes
7 (**correct response**)		
12		
17		
12 and 17		
other incorrect		
no response / don't know		

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3.   What goes in the box **to make the sentence true?**

$$15 - \boxed{} = 12 - 7$$

Fill in other responses as needed.

Response: Q 3	# students	notes
10 (**correct response**)		
3		
other incorrect		Record other numbers students thought would go in the box.
no response / don't know		

4.   Is the sentence below true or false? _____

$$4 \times 5 = 5 + 5 + 5$$

Tell why you said it was true or why you said it was false. (Skip this item if students have not been exposed to multiplication or just give it a try.)

Response: Q 4	# students	notes
true		
false – relational* (**correct response**)		
false – operational** (**correct response**)		
false with no explanation (**correct response**)		
false with incorrect explanation		
no response / don't know		

Sample responses:

*relational thinking	**operational thinking (calculate)
"Four times 5 means there should be four 5's added together."	"Four times 5 is 20 but 5 plus 5 plus 5 is only 15."

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5. The Blaze and the Fever soccer teams have the same number of players on each team. There are 8 girls and 4 boys on the Blaze. If there are 5 boys on the Fever, how many girls are there on the Fever?

7 girls is the correct response

Response: Q 5	# students		notes
	correct	incorrect	
answer only			
relational thinking*			
operational thinking**			
other			
no response / don't know			

Sample responses:

*relational thinking	**operational thinking
"There is one more boy on the Fever so there must be one less girl on the Blaze."	"Eight plus 4 is 12, so there are 12 players on the Blaze. There must be 7 girls on the Fever to make 12 players."