

District 287 Summative Assessment

The SUMMATIVE 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 now without adult cues.

Correct the work and fill out the recording sheet before the next full day Professional Development day. You may want to cut the problems apart to sort them and score them.

Bring your students' SUMMATIVE ASSESSMENT work and your recording sheets to the full day Professional Development meeting on Oct. 27th. Please ALSO bring the BASELINE ASSESSMENT work and recording sheets.

Recording Student Responses

TEACHER _____

The assessment items were developed from the work described by Tom Carpenter and Eric Knuth. Use the scoring grids below to tally the results of all your students and bring your students' work and these SUMMATIVE recording sheets, along with the BASELINE ASSESSMENT and INTERVIEW work and recording sheets to the next full day Professional Development session on October 27th.

1. Is the sentence below true or false? _____

$$27 = 9 + 18$$

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

Response: Q1	# students	notes
true (correct response)		
true with no explanation (correct response)		
true but . . . (e.g. "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?

$$9 + 5 = \square + 6$$

Response: Q2	# students	notes
8 (correct response)		
14		
20		
14 and 20		
other incorrect		
no response/don't know		

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

$$16 - \square = 13 - 8$$

Fill in other responses as needed.

Response: Q3	# students	notes
11 (correct response)		
3		
other incorrect		Record numbers students said would go in the box.
no response/don't know		

4. Is the sentence below true or false? _____

$$5 \times 7 = 7 + 7 + 7 + 7$$

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: Q4	# students	notes
said true (incorrect response)		
false – relational* (correct response)		
false – operational** (correct response)		
false with no explanation (correct response)		
no response/don't know		

Sample responses:

*relational thinking	**operational thinking (calculate)
“Five times 7 means there should be five 7s added together.”	“Five times 7 is 35 but $7 + 7 + 7 + 7$ is only 28.”

5. Ms Carlson and Mr. Jones have the same number of students. There are 16 girls and 12 boys in Ms Carlson’s room. If there are 14 boys in Mr. Jones’ room, how many girls are there?

Answer _____ **14 girls** _____

Show or tell how you got your answer in the space below.

Response: Q5	# students		notes
	correct	incorrect	
answer only			
relational thinking*			
operational thinking**			
other			
no response don't know			

Sample responses:

*relational thinking	**operational thinking (calculate)
“There are 2 more boys in Mr. Jones’ room so there have to be 2 fewer girls.”	“16 + 12 is 28 so there are 28 students in Ms Carlson’s room. There must be 14 girls in Mr. Jones’ room to make 28 students in his room too.”