Los Angeles Unified School District

Formative assessment is a process that encompasses "all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black & William). The LAUSD Assessment Bank includes tasks and assessments that teachers could use as one of the activities that supports them in providing feedback that moves learning forward, motivating learners as instructional resources for one another, and activating learners as the owners of their own learning.

In order to provide maximum choice to schools to meet the needs of their students, we are providing a District Assessment Bank from which assessments may be selected.

These assessments are researched and recommended by Elementary Math Coordinators and Math Fellows, chosen for their alignment with the content and practice standards of the CCSS, as well as to represent the CCSS Shifts of Focus, Coherence and Rigor. Some of these tasks are in the resources of the curriculum maps. If you have already used a task during instruction, please select a different one for assessment purposes.

Grade levels are encouraged to work collaboratively to select the assessment tasks for the grade level, customizing the assessment to meet the needs of your students. You decide what you are assessing, based on what you have taught.

How to use the District Assessment Bank:
1. Consider the Domains, clusters and standards that you have taught to date.
2. Look at the sample assessments under those Domains, clusters and standards by clicking on the links. Know that some assessments may contain multiple Domains. Think about which ones you might select.
3. If you like an assessment, you may choose to use it.
4. Some of the assessments are word documents, so you may change them, or delete parts of the assessment.
5. If you want to compile 2 – 3 tasks, you may print the assessments you select and make copies. Or, you can copy, cut and paste the word documents on the computer, and then print and make copies for students.
6. There is no ideal length, or number of items.
7. You may score the student responses using the attached rubrics. If no rubric is attached, you may create your own.
8. Scores are kept at the school site to guide instructional planning.
9. For example: My grade level may choose to use the Engage NY Mid-module assessment, and replace one item with a North Carolina task, and then add in another task from My Math in order to match the domains, clusters and standards that we have taught.

Together we are helping prepare our students to be college and career ready!

Grade 1 Interim Assessment Bank

Domain: Operations and Algebraic Thinking

Multiple Clusters from Operations and Algebraic Thinking:
- A. Represent and solve problems involving addition and subtraction. ▲
- B. Understand and apply properties of operations and the relationship between addition and subtraction. ▲
- C. Add and subtract within 20. ▲

Standard(s)	Assessment
1.OA.1 1.OA.2 1.OA.3 1.OA.6	Engage NY Mid-Module 2 (Engage NY) Spanish
1.OA.1 1.OA.3 1.OA.6	A Lemonade Stand, Chapter 1 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish
1.OA.4 1.OA.5 1.OA.6	Animals at the Zoo, Chapter 4 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish

Domain: Number and Operations in Base Ten

Cluster:
B. Understand and apply properties of operations and the relationship between addition and subtraction. ▲

Standard(s)	Assessment
1.NBT.3	1.NBT Ordering Numbers (Illustrative Mathematics) Student Task Spanish

Cluster:
C.   Use place value understanding and properties of operations to add and subtract. ▲

Standard(s)	Assessment
1.NBT.4 1.NBT.6	Buying School Supplies, Chapter 6 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish
1.NBT.4	Add Within 100 (NC Department of Public Education) Student Form Spanish

Multiple Clusters from Number and Operations in Base Ten:
A.   Extend the counting sequence. ▲
B.   Understand place value. ▲
C.   Use place value understanding and properties of operations to add and subtract. ▲

Standard(s)	Assessment
1.NBT.1 1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6	Engage NY Mid-Module 4 Assessment (Engage NY) Spanish

Multiple Domains: Operations and Algebraic Thinking, and Number and Operations in Base Ten

Clusters from Operations and Algebraic Thinking:
  A. Represent and solve problems involving addition and subtraction. ▲
  B. Understand and apply properties of operations and the relationship between addition and subtraction. ▲
  C. Add and subtract within 20. ▲

Clusters from Number and Operations in Base Ten:
  A. Extend the counting sequence. ▲
  B. Understand place value. ▲
  C. Use place value understanding and properties of operations to add and subtract. ▲

Standard(s)	Assessment
1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.6 1.NBT.2	Engage NY End of Module 2 Assessment (Engage NY) Spanish

1.OA.1 1.NBT.1 1.NBT.2a 1.NBT.2c 1.NBT.3 1.NBT.4 1.NBT.5	Engage NY End of Module 4 Assessment (Engage NY) Spanish
1.OA.6 1.NBT.1 1.NBT.3	Saving Money, Chapter 5 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish
1.OA.1 1.NBT.1 1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6	Engage NY Mid-Module 6 Assessment (Engage NY) Spanish
1.OA.1 1.OA.6 1.NBT.2 1.NBT.3 1.NBT.4	Nina's Numbers (New York City Department of Education) Spanish

Multiple Domains: Number and Operations in Base Ten, and Measurement and Data

Clusters from Number and Operations in Base Ten:
   A. Extend the counting sequence. ▲

Cluster from Measurement and Data:
   C. Represent and interpret data. s/α

Standard(s)	Assessment
1. NBT.1 1.MD.4	[Creating Routines Using Data](#) (Georgia Department of Education) [Spanish](#)

Multiple Domains: Operations and Algebraic Thinking, and Measurement and Data

Cluster from Operations and Algebraic Thinking:
   A. Extend the counting sequence. ▲

Clusters from Measurement and Data:
   A. Measure lengths indirectly and by iterating length units. ▲
   C. Represent and interpret data. s/α

Standard(s)	Assessment
1.OA.1 1.MD.1 1.MD.2 1.MD.4	[Engage NY End of Module 3 Assessment](#) (Engage NY) [Spanish](#)

Domain: Measurement and Data

Cluster:
C. Represent and interpret data. s/α

Standard(s)	Assessment
1.MD.4	Favorite Sport, Chapter 7 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish

Multiple Clusters from Measurement and Data
A. Measure lengths indirectly and by iterating length units. ▲
B. Tell and write time. s/α

Standard(s)	**Assessment**
1.MD.2 1.MD.3	Life on a Farm, Chapter 8 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish

Domain: Geometry

Cluster:
A.   Reason with shapes and their attributes. s/a

Standard(s)	Assessment
1.G.1 1.G.2 1.G.3	Building a Playground, Chapter 9 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish
1.G.1 1.G.2	Building a Castle Wall, Chapter 10 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish

Multiple Domains: Measurement and Data, and Geometry

Cluster from Measurement and Data:
B. Tell and write time. s/a

Cluster from Geometry:
A. Reason with shapes and their attributes. s/a

Standard(s)	Assessment
1.MD.3 1.G.1 1.G.2 1.G.3	Engage NY End of Module 5 Assessment (Engage NY) Spanish

Key:
▲   Major Cluster
s/a   Supporting/Additional Cluster