

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 2 Interim Assessment Bank

Domain: Operations and Algebraic Thinking

Cluster:

C. Work with equal groups of objects to gain foundations for multiplication. ▲

Standard(s)	Assessment
2.OA.3 2.OA.4	Playing Games, Chapter 2 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish
2.OA.3	Pam's Shopping Trip (Noyce Foundation) Spanish

Multiple Clusters from Operations and Algebraic Thinking:

A. Represent and solve problems involving addition and subtraction. ▲

B. Add and subtract within 20. ▲

Standard(s)	Assessment
2.OA.1 2.OA.2	Birthday Presents, Chapter 1 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish

Domain: Number and Operations in Base Ten

Cluster:

A. Understand place value. ▲

Standard(s)	Assessment
2.NBT.1	Building Numbers (North Carolina Department of Public Instruction) Spanish

Cluster:

B. Use place value understanding and properties of operations to add and subtract. ▲

Standard(s)	Assessment
2.NBT.7 2.NBT.8 2.NBT.9	Base Ten Blocks (North Carolina Department of Public Instruction) Student Form Spanish

Multiple Clusters within Number and Operations in Base Ten:

A. Understand place value. ▲

B. Use place value understanding and properties of operations to add and subtract. ▲

Standard(s)	Assessment
2.NBT.4 2.NBT.7 2.NBT.8	Power Usage, Chapter 6 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish
2.NBT.4 2.NBT.7 2.NBT.8	Clearing the Way, Chapter 7 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) 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. Add and subtract within 20. ▲

Clusters from Number and Operations in Base Ten:

- D. Use place value understanding and properties of operations to add and subtract. ▲

Standard(s)	Assessment
2.OA.1 2.NBT.5 2.NBT.6	Apple Farm Field Trip Performance Task (Noyce Foundation) Spanish
2.OA.1 2.OA.2 2.NBT.5	Engage NY End of Module 1 (Engage NY) Spanish

Domain: Measurement and Data

Cluster:

- C. Work with time and money. s/a

Standard(s)	Assessment
2.MD.8	School Supplies, Chapter 8 Performance Task (My Math, Think Smart for the Smarter Balanced Assessment) Spanish

Cluster:

D. Represent and interpret data. *s/a*

Standard(s)	Assessment
2.MD.9	Paper Caterpillar Line Plot (Howard County Public School System) Spanish

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

Cluster from Number and Operations Base Ten:

B. Use place value understanding and properties of operations to add and subtract. **▲**

Multiple clusters from Measurement and Data:

A. Measure and estimate lengths in standard units. **▲**

B. Relate addition and subtraction to length. **▲**

C. Work with time and money. *s/a*

D. Represent and interpret data. *s/a*

Standard(s)	Assessment
2.NBT.5	Engage NY End of Module 7 Assessment (Engage NY) Spanish
2.MD.1	
2.MD.2	
2.MD.3	
2.MD.4	
2.MD.5	
2.MD.6	
2.MD.8	
2.MD.9	
2.MD.10	

Domain: Geometry

Cluster:

A. Reason with shapes and their attributes. ^{s/a}

Standard(s)	Assessment
2.G.3	Partition Cakes (North Carolina Department of Public Instruction) Student Form Spanish

Multiple Domains: Measurement and Data, and Geometry

Cluster from Measurement and Data:

C. Work with time and money. ^{s/a}

Cluster from Geometry:

A. Reason with shapes and their attributes. ^{s/a}

Standard(s)	Assessment
2.MD.7 2.G.1 2.G.2	Engage NY End of Module 8 Assessment (Engage NY) Spanish
2.MD.1 2.MD.2 2.G.2	Footsteps on the Rug Performance Assessment (Mathematics Assessment Collaborative) Spanish

Key:

▲ Major Cluster

^{s/a} Supporting/Additional Cluster