

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 4 Interim Assessment Bank

Domain: Operations and Algebraic Thinking

Cluster:

A: Use the four operations with whole numbers to solve problems. ▲

Standard(s)	Assessment
4.OA.2	Doggy Delight (Howard County Public School System) Spanish
4.OA.3	Catalina Island (Howard County Public School System) Spanish

Cluster:

B: Gain familiarity with factors and multiples ^{s/a}

Standard(s)	Assessment
4.OA.4	Task 2 Arranging Chairs (NC Department of Public Instruction) Spanish

Cluster:

C. Generate and analyze patterns. ^{s/a}

Standard(s)	Assessment
4.OA.5	Piles of Oranges (Noyce Foundation) Spanish

Domain: Number and Operations in Base Ten

Cluster:

A: Generalize place value understanding for multi-digit whole numbers. ▲

Standard(s)	Assessment
4.NBT.1	Adding Zeros (NC Department of Public Instruction) Spanish
4.NBT.3	Number Line (Howard County Public School System) Spanish

Cluster:

B: Use place value understanding and properties of operations to perform multi-digit arithmetic.▲

Standard(s)	Assessment
4.NBT.5	Multiplication Strategies (NC Department of Public Instruction) Spanish
4.NBT.6	Dividing by Multiples of Ten (NC Department of Public Instruction) Spanish

Multiple Domains:

Operations and Algebraic Thinking, and Number and Operations in Base Ten, and Measurement and Data

Cluster from Operations and Algebraic Thinking:

- A. Use the four operations with whole numbers to solve problems. ▲

Clusters from Number and Operations in Base Ten:

- A. Generalize place value understanding for multi-digit whole numbers. ▲
 B. Use place value understanding and properties of operations to perform multi-digit arithmetic. ▲

Cluster from Measurement and Data:

- A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. s/a

Standard(s)	Assessment
4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.OA.3	Engage NY End of Module 1 Assessment (Engage NY) Spanish
4.NBT.5 4.NBT.6 4.OA.3	The Baker Performance Task (Noyce Foundation) Spanish
4.OA.1 4.OA.2 4.OA.3 4.OA.4 4.NBT.5 4.NBT.6 4.MD.3	Engage NY End of Module 3 Assessment (Engage NY) Spanish

Domain: Number and Operations - Fractions

Cluster:

A. Extend understanding of fraction equivalence and ordering. ▲

Standard(s)	Assessment
4.NF.1	Trading Blocks (North Carolina Department of Public Instruction) Spanish
4.NF.2	Who Has More Gum? (North Carolina Department of Public Instruction) Spanish

Cluster:

B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. ▲

Standard(s)	Assessment
4.NF.3	Reese's Family Took a Trip (Howard County Public School System) Spanish
4.NF.4	Going the Distance (North Carolina Department of Public Instruction) Spanish

Cluster:

C. Understand decimal notation for fractions and compare decimal fractions. ▲

Standard(s)	Assessment
4.NF.5	Filling the Jar (North Carolina Department of Public Instruction) Spanish

4.NF.6	Where Am I Now? How Much Farther? (North Carolina Department of Public Instruction) Spanish
4.NF.5 4.NF.6	Engage NY Module 6, Mid-Module Assessment (Engage NY) Spanish

Multiple Clusters in Number and Operations – Fractions:

- A. Extend Understanding of fraction equivalence and ordering. ▲
- B. Build fractions from unit fraction by applying and extending previous understandings of operations of whole numbers. ▲

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

Domain: Measurement and Data

Cluster:

- A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ^{s/a}

Standard(s)	Assessment
4.MD.1 4.MD.2	Engage NY Module 2, End of Module Assessment (Engage NY) Spanish

4.MD.2	How Tall? (Howard County Public School System) Spanish
--------	---

Cluster:

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

Standard(s)	Assessment
4.MD.4	Polar Plunge (Howard County Public School System) Spanish
4.MD.4	Measuring Strings (NC Department of Public Instruction) Spanish

Cluster:

C. Geometric measurement: understand concepts of angle and measure angles. *s/a*

Standard(s)	Assessment
4.MD.6	Angle Drawing (Howard County Public School System) Spanish
4.MD.7	Window Glass (Howard County Public School System) Spanish

Multiple Domains: Measurement and Data, and Geometry

Cluster from Measurement and Data:

C. Geometric measurement: understand concepts of angle and measure angles. *s/a*

Cluster from Geometry:

A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. *s/a*

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

Domain: Geometry

Cluster:

A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. *s/a*

Standard(s)	Assessment
4.G.1	Angle (Howard County Public School System) Spanish
4.G.2	Figure Sort (Howard County Public School System) Spanish

Key:

▲ Major Cluster
s/a Supporting/Additional Cluster