



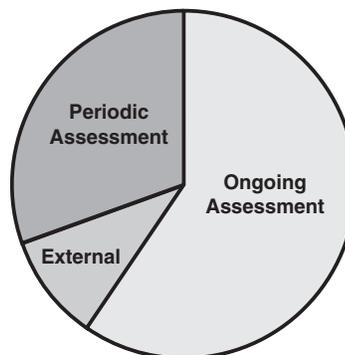
Throughout *Everyday Mathematics*, there are many opportunities to collect information about children’s abilities. The purpose of gathering this information is to:

- ◆ see how each child’s mathematical understanding is progressing; and
- ◆ provide feedback to the teacher about each child’s instructional needs.

The process of collecting information to track each child’s progress and make decisions about how and what to teach is known as *assessment*.

## A Balance of Assessments

Children show what they know and can do in different ways. For this reason, teachers have a variety of assessment tools and techniques from which to choose. *Everyday Mathematics* provides opportunities for children to demonstrate their learning through various kinds of assessment.



### Ongoing Assessment

This is often called *informal assessment* because information is collected from the ordinary work that children do every day in mathematics class. Teachers use observation and children’s work samples to look for specific indicators of learning.

- ◆ **Observation** involves watching what children do and say during oral exercises, slate routines, discussions, strategy sharing, and game play. Teachers take notes or mark checklists to keep track of important information.
- ◆ **Product assessment** involves collecting and reviewing samples of daily work. Examples of children’s work include Math Boxes, written explanations and diagrams, and game record sheets. These products may be saved in a child’s portfolio—a collection of work intended to show progress over time.
- ◆ **Recognizing Student Achievement** highlights specific tasks or activities in the lessons that teachers can use for assessment to monitor each child’s progress toward the Grade-Level Goals.

## Periodic Assessment

Often called *formal assessment*, these assessments occur at the end of each unit (called *Progress Checks*), the beginning of the year, the middle of the year, and the end of the year. These formal assessments use a combination of observation and products.

- ◆ **Observation** involves noting children’s responses, either spoken or written on a slate, to questions the teacher asks aloud.
- ◆ **Product assessment** uses information from four different kinds of assessments:
  - *Self Assessment*, which asks children to evaluate their own progress;
  - *Written Assessment*, which uses a format similar to a standard test;
  - *Open Response*, which focuses on children’s ability to use their mathematical understanding to solve a complex problem and explain their solution strategies; and
  - *Online Benchmark Assessments*, which uses a multiple-choice format similar to a school, district, or state test.

## External Assessment

Many schools, districts, or states mandate other tests to measure the progress of their children at regular intervals, such as Grade 3, Grade 5, Grade 8, and so on. These tests vary widely, from traditional standardized tests with multiple-choice responses to more performance-based assessments.

## How Can Parents Support Assessment?

As a parent, you can support the assessment process by communicating with your child’s teacher on a regular basis. Teachers communicate with parents by sending home a Family Letter to explain the contents of each unit and Home Link pages to review and practice material learned in lessons.

You can do your part by letting the teacher know what your child says about mathematics and how your child is doing with homework assignments. Ask yourself some of these questions to better pinpoint your child’s attitude towards or achievement in mathematics: Has your child been more interested in math? Is there something your child doesn’t quite “get”? Can your child do the Home Links independently, or do you need to help a great deal? Can your child “teach” you the day’s mathematics lesson? How much time does your child typically spend on a Home Link assignment? When you play math games or talk about real-life math situations at home, what do you notice about your child? Families have unique insights about their children that are important to share with teachers.