COMMON FORMATIVE ASSESSMENT PLANNING TEMPLATE

--FIRST DRAFT--

Grade Level or Course: 3rd grade

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Assessment Topic: Numbers

Selected Power Standards: List standards by number and include the full text here. Then "unwrap" to identify what students need to know and be able to do. Underline the concepts (important nouns or noun phrases) and circle the skills (verbs).

*IDENTIFY the place value and actual value of digits in a whole number less than one thousand.

*READ, WRITE, ORDER, MODEL and COMPARE whole numbers less than one thousand.

Graphic Organizer of "Unwrapped" Concepts and Skills

Concepts: Need to Know about _____Numbers_____

- Actual Value of digits
  - Whole numbers less than one thousand
- Place Value of digits
  - Whole numbers less than one thousand

Skills: Be able to Do
(Next to each skill, write number in parentheses indicating approximate level of Bloom's Taxonomy of thinking skills. Refer to Bloom's Taxonomy resource in supporting documents.)

- (1) Identify
  - place value of digits
  - actual value of digits
- (1) Read
  - place value of digits
  - actual value of digits
- (1) Write
  - place value of digits
  - actual value of digits
- (2) Order
  - place value of digits

    - actual value of digits
- (2)Compare
    - place value of digits
    - actual value of digits
- (3) Model
    - place value of digits
    - actual value of digits

Big Ideas from "Unwrapped" Power Standards

1. Each number is made up of digits.

2. Each digit in a number has a value.

3. The position of a digit determines its value in a number.

4. Base ten blocks can be used to model the value of each digit in a number.

Essential Questions Matched to Big Ideas

1. What is a digit?

2. How do I know what the actual value of each digit is?

3. Where are the ones, tens and hundreds position in a number?

4. How do I show a number using base ten blocks?

SECTION 1: Selected-Response Items—Design multiple choice, matching, true-false, and/or fill-in items to assess student understanding of the following "unwrapped" concepts and skills represented on your graphic organizer. Indicate level of thinking skill in parentheses. *Match assessment items to rigor of skill level.* (Use additional space as needed.)

Bloom's:

- (1) Identify
  - place value of digits
  - actual value of digits
- (1) Read
  - place value of digits
  - actual value of digits
- (1) Write
  - place value of digits
  - actual value of digits
- (2) Order
  - place value of digits
  - actual value of digits
- (2)Compare
  - place value of digits
  - actual value of digits
- (3) Model
  - place value of digits
  - actual value of digits

1. What is the actual value of the digit 4 in the number 542?
   a. 4
   b. 40
   c. 400
   d. 4,000

2. What is the position of the digit 7 in the number 728?
   a. ones
   b. tens
   c. hundreds
   d. thousands

3. Which number has the digit 7 in the tens place?
   a. 7
   b. 73
   c. 765
   d. 867

4. Write the value of the digit 6 in the number 862. _____

5. What place value position is the digit 5 in the number 36<u>5</u>?_____

6. Write a number that has a 5 in the tens place._____

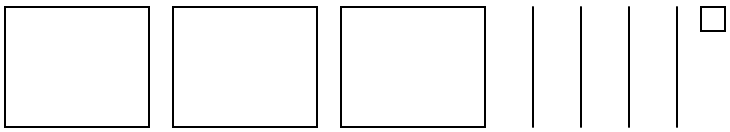
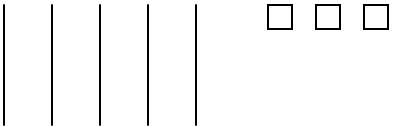
7. Write the number that has a 4 in the hundreds place, a 6 in the tens place and an 8 in the ones place. _____

8. Write the number that has a 9 in the ones place, a 1 in the hundreds place and a 2 in the tens place. _____

9. Draw the number 341 using base ten blocks.

10. Draw the number 53 using base ten blocks.

Answer Key:

1. **B**
2. **C**
3. **B**
4. **60**
5. **5**
6. **__5__**
7. **468**
8. **129**
9. 
10. 

SECTION 2: <u>Extended</u> Constructed-Response—Design an extended-response item to evaluate student understanding of the following "unwrapped" concepts and skills represented on your graphic organizer. Include level of thinking skill in parentheses. *Match item to rigor of skill level.* Evaluate student work using the Task-Specific Scoring Guide below (to be completed).

1. **Jack and Jesse each have three playing cards. Jack has the cards 7, 4 and 9. Jesse has the cards 2, 8, and 5. Who can make the biggest number using their cards? What is the largest number that person can make? Explain how you know.**

2. **What is the biggest number that you can make with the digits 6, 3 and 7? Explain how you know that it is the biggest number you can make.**

Task-Specific Scoring Guide:

Exemplary

- All “Proficient” criteria *plus*:
- Written expanded form
- Using numbers larger than one thousand

Proficient

- Correctly identifies place value position
- Correctly represents place value using base ten blocks
- Correctly identifies a digit’s actual value in a number
- Correctly writes numbers using given values

Progressing

- Meets __2__ of the “Proficient” criteria

Beginning

- Meets fewer than _2_ of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation_____

Comments regarding student’s performance:

SECTION 3: Short Constructed-Response

Note to Teachers: This portion of the common formative assessment requires students to demonstrate their *integrated* understanding of all the "unwrapped" concepts and skills from the targeted Power Standards by expressing their understanding of the Big Ideas in their own words. Copy your planned Essential Questions (and corresponding Big Idea responses) for your own reference in the space provided.

Big Ideas from "Unwrapped" Power Standards

1. Each number is made up of digits.
2. Each digit in a number has a value.
3. The position of a digit determines its actual value in a number.
4. Base ten blocks can be used to show the value of each digit in a number.

Essential Questions Matched to Big Ideas

1. How do I know what the value of each digit is?
2. Where are the ones, tens and hundreds position in a number?
3. How do I show a number using base ten blocks?

Student Directions**:** Write a Big Idea response for each of the following Essential Questions. Include supporting details and any vocabulary terms from the "unwrapped" concepts you have been learning for each response. Your responses will be evaluated using the Generic Scoring Guide below.

1. Explain what a digit is.
2. How do you know what the value of each digit is?
3. Where are the ones, tens and hundreds position in a number?
4. How do I show a number using base ten blocks?

Generic Scoring Guide:

Exceeds

- All “Proficient” criteria *plus*:
- Makes connections to other areas of math
- Provides example(s) as part of explanation using pictures

Meets

- States Big Ideas correctly in own words
- Provides supporting details for each one
- Includes vocabulary of “unwrapped” concepts in explanation

Nearly Meets

- Meets 2 of the “Meets” criteria
- Task to be repeated after remediation

Teacher’s Evaluation_____

Comments regarding student’s performance:

Design Team Reflections after Administration of Assessment to Students

1. Which assessment items produced the results we intended?

2. Which items do we need to revise?

3. Regarding the design, administration, scoring, and analysis of the assessment, what worked? What didn't?

4. What do we need to do differently next time?

5. What should we again do the same?