



Assessment Resources

A collection of assessment resources are available to help you know where your students are mathematically. These tools include:

- **First Week Tasks:** These tasks are designed to assess mathematics learning behaviors. They are included in the first instructional module, access these tasks from the Scope and Sequence.
- **Benchmark Assessments:** Benchmark Assessments are required, curriculum-based tests. They are copied and delivered to schools. More information about these benchmarks can be found on the [Benchmark Assessment FAQs](#)
- **Module Checkpoints:** These are optional assessments designed to monitor student understanding and progress at the end of a module.
 - [Grade 3 Module Checkpoints](#)
- **Basic Fact Fluency:** These optional assessments are designed to help assess students' fluency with addition/subtraction and multiplication/division facts. They can also be used by students as practice with facts to build their speed, accuracy, and flexibility.
 - [Basic Fact Assessments](#)
- **Teacher-Selected Assessments:** Each standard page in your Canvas curriculum course has a tab (independent practice) containing options for formative assessment to determine student understanding.
- **Teacher Observation:** Each lesson you teach offers valuable insight into how students think and reason about mathematics. This observational data is as important as any of the resources noted above. It should play a role in determining student understanding.
- **Major Works Assessments:** These are optional assessments that focus on important topics in Grade 3 mathematics. In general, these should be used diagnostically as needed.
 - [Major Works Assessments](#)
- **Grade Level Readiness Assessments:** These assessments can be useful for determining student understanding of foundational number concepts needed for grade level instruction. They should be administered in an interview or small group setting.
 - [Grade Level Readiness Assessment FAQs](#)

Grade Level Readiness Assessment

Grade 1	Grade 2	Grade 3
All Materials PDF	All Materials PDF	All Materials PDF

This rubric can be applied to tasks and observations for assessment and/or grading.

Rubric for Tasks

Elementary Mathematics			
3 points "Got It"	2 points "Getting It"		1 point "Not Yet"
Answer/Solution is correct and	Answer/solution is correct and	Answer/solution is incorrect and	Answer/Solution is incorrect and
☐ Justification is clear and mathematically accurate. ☐ Representation is mathematically accurate. ☐ Strategy is appropriate and valid.	☐ Justification is incomplete, slightly flawed, or task-unique. ☐ Incorrect answer is the result of imprecision though the justification is accurate. ☐ Representation is relevant but mathematically flawed. ☐ Strategy is valid but inefficient, inappropriate, or task-unique.		☐ Justification is mathematically incorrect, missing, or irrelevant. ☐ Representation is mathematically incorrect, missing, or irrelevant. ☐ Strategy is mathematically incorrect, missing, or irrelevant.
• Justifications can be communicated with representations. • Representations include equations, drawings/diagrams, physical models, and/or words. • Strategies are appropriate relative to the mathematical maturity of the student and content. Valid strategies include (but are not limited to) using a tool (number line), using a procedure (adding, decomposing, algorithm), or using a pattern or relationship. • Answer/solution should be considered with one or more of the conditions. All conditions are not required. • Task-unique describes a strategy that works for the specific task but is not transferable or generalizable. It would not work in all mathematics situations.			

CogAT Results Math Placement Guidance

The following guidelines may assist as you determine next steps for students based on CogAT test results and the placement process.