



Grade Level Readiness Assessment FAQs

What is the purpose of the Grade Level Readiness Assessment?

It is an observation-based assessment tool that can be useful in determining student understanding of foundational number concepts needed for grade level instruction. It should be administered in an interview or small group setting so that the teacher can attend to the student's strategies, interpret their understanding, record the correctness of their responses, and ask follow-up questions (as needed) to probe student understanding.

Why should I ask follow up questions during the interview?

The Grade Level Readiness Assessment is meant to be an interview/observation of student understanding of the standards. Asking follow-up questions gives the mathematics teacher insight as to what the student knows about the standard. Follow-up questions might reveal a deeper understanding or significant misconception that may not be apparent in the right or wrong answer given by the student.

Who should be given the Grade Level Readiness Assessment?

The Grade Level Readiness Assessment should be given to a select group of students where additional information about their understanding of grade level standards is needed. This assessment should **not** be given to EVERY new student. Teachers should use additional data points, including information from the First Week Tasks, KRA, MAP, PARCC/MCAP, and classroom observation *to determine placement of new students*.

Who should give a Grade Level Readiness Assessment?

The Grade Level Readiness Assessment should be administered by the mathematics teacher and NEVER by a paraeducator. Beyond getting the correct answer, the main purpose of the Grade Level Readiness Assessment is to attend to student strategies and interpret their understanding. It is important that the mathematics teacher be the observer because this will provide deeper insight into the student's understanding. Additionally, the mathematics teacher will need to inform parents and respond to their questions about student data and placement. By giving this assessment, the teacher is better positioned to communicate student understanding and student needs.

When will I have time to perform the interview/observations?

The mathematics teacher may want to give the Grade Level Readiness Assessment over a course of a few days. It can be given during the mathematics block while students are working on independent tasks. If you have support from a paraeducator, they can monitor the class as they work independently and/or while playing a math game.

**Do I have to give the entire Grade Level Readiness Assessment?**

Teachers can decide to end the assessment for students who show significant struggle with the first few (three or four) items. Keep in mind the assessment should not cause frustration or anxiety. Teachers can move on from an item if either becomes apparent. Simply, mark the response as incorrect/blank.

What percentage correct is needed to move a student to the next grade level math course?

There is no “cutoff score” to be considered for the next grade level math curriculum. The Grade Level Readiness Assessment should be considered holistically. The student should demonstrate understanding for the majority of the standards on the assessment. Instructional placement changes should be made with other data points as well.

How can the Grade Level Readiness Assessment help me respond to parents?

The Grade Level Readiness Assessment will provide specific data on the standards in the curriculum. This information can be shared with parents to show the student’s level of understanding for the standards being assessed. Information from the assessment can be shared with parents. Parents can also see the assessment questions.