

**Grade One**

**Administration Manual**

**and**

**Scoring Guide**

**Form BB**

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Administration Manual and Scoring Guide  
Grade 1 Form BB  
Year-End Summative  
Assessment Component

### **Introduction**

The Grade 1 Year-End Assessment in Mathematics, one component of the K- 2 Assessment, is designed to help teachers provide information that will give insight into students' performance on tasks appropriate for the end of first grade. The grade 1 Year-End Assessment is composed of tasks which should be familiar to students.

### **Overview of Grade 1 Year-End Assessment in Mathematics**

The Grade 1 Year-End Assessment in Mathematics is a series of activities based on the five strands for mathematics from the North Carolina Standard Course of Study for first grade. The activities of this assessment are appropriate for all first grade classrooms. The administration of the assessment is flexible. Students, however, will be asked to work independently without assistance from the teacher or other students. Teachers may read the questions aloud to students. The recommendation is that the administration occurs during the last month of school.

The assessment will be scored locally according to the Grade 1 Year-End Assessment in Mathematics Scoring Guide, included in this document. Since the activities are similar to tasks the students have been doing throughout the year, students should not feel pressure to perform differently from their regular class performance. The fact that students are working independently rather than cooperatively should be the only clue to classroom visitors that the tasks are part of an assessment.

In addition to the performance on these assessment tasks, teachers and students should assemble samples of students' work which will help document the teachers' evaluation on the Grade 1 Profiles and local record-keeping instruments.

This manual has been prepared to assist teachers with uniform implementation of the Year-End Assessment in Mathematics at Grade 1. The assessment items were developed by North Carolina teachers. This manual contains suggested procedures for (1) preparing to assess, (2) administering the assessments, and (3) scoring the student booklets.

## Assessment Materials

### Student Mathematics Assessment Book

The activities in the student mathematics book, items 1-17, are designed to mirror the hands-on mathematics lessons that students should be experiencing throughout the year. Assign specific pages to students to complete during the regular mathematics classroom time. Students do not have to complete the mathematics book in any special order. There should be no time limits placed upon students for completing tasks. Use your good professional judgment when providing time for students to complete tasks.

#### Materials\* for Items 1-17

- One assessment booklet or set of pages for each student, including items 1-17.
- One pencil for each student.

Following is a list of special materials students will need while working on the assessment. Some of these are optional and you may choose to provide these materials to reflect more closely the tasks your students experience during regular mathematics lessons. Other materials will be required in order for students to complete tasks, these are in bold type. Also, read the section on **Options for Providing Additional Materials to Students**.

<u>Item</u>	<u>Special Materials</u>
<b>1</b>	<b>yellow crayon or marker</b>
<b>1-8</b>	<b>at least 60 counters; base ten rods and units</b>
<b>9</b>	<b>10-15 connecting cubes, depending on their size</b>
<b>16</b>	<b>Blackline Master page 367, glue sticks <i>optional</i></b>

**Special note: calculators may NOT be used for: 5 - 8**

**\* If sets or bags of materials are shared among groups of students, care should be taken that the items are checked and counted for completeness.**

**The teacher reads all directions aloud. Students work on their own. The teacher may reread directions as many times as necessary but not coach or teach a student how to do an item.**

**Performance Assessment Tasks**

The section titled **Additional Performance Tasks** contains a series of performance tasks that are suitable for administering as part of the Summative Assessment for Grade One. These may be scheduled during the fourth quarter and recorded along with the written Summative Assessment.

**Options for Providing Additional Materials to Students**

Provide additional materials which students use during regular mathematics lessons. These materials may include, *but are not limited to*, teddy bear or any other kind of counters, connecting cubes, base ten materials, pattern blocks, Relationshapes, tangrams, number tiles, “play” money, hundred boards, number lines, calendars, fraction bars or tiles, square inch tiles, crayons, grid paper, and rulers.

These materials can be provided in several ways.

- Place the additional materials in individual student bags or boxes;
- Place the additional materials in one location and allow the students to obtain the materials at the appropriate time or when they choose to use them; or
- Place the additional materials at each student desk.

**Calculators**

Students should have access to a simple four-function calculator for tasks which permit calculators (all tasks except page 6 - 9, items 5 - 8). Even though students may use calculators, students who have not used calculators as part of their “everyday” instruction may not feel comfortable using one during assessment and should not be required to do so. Use your judgment as to whether students have sufficient familiarity for calculator use. Frequent use of calculators as problem-solving tools eliminates this concern.

## Administering the Assessment

### Assessment Models

- **Whole Class:** The teacher reads the directions aloud to the entire class and all students complete the same items in their mathematics booklet or assessment pages at the same time. The teacher needs to provide an adequate number of materials for each student in the class to use during the test.

- **Centers or Stations (Groups):** These models allow students in the same room to be working on different items at the same time. The teacher establishes centers or stations containing the needed materials. Throughout the test, students may rotate from center to center. After reading the directions to students at one center, the teacher would move to the next center and read a different set of directions.

- **Combination:** The teacher uses the whole class model for some items and groups for others.

- **Group Directions and Moving to Centers:** After reading directions to the entire class, the teacher directs the students to move to different centers.

**The teacher reads all directions aloud. Students work on their own. The teacher may reread directions as many times as necessary but not coach or teach a student how to do an item.**

### Preparing Students

Because the activities in the mathematics assessment are similar to hands-on lessons and pencil and paper tasks that students have been experiencing throughout the year, no special preparation for students is necessary. Students should have a relaxed atmosphere in which to do the tasks.

### Monitoring Students at Work

While students are working in their mathematics books or pages, make notes as needed about the manner in which students accomplish tasks. For example, do students use counters for simple computation or have they memorized facts? Do they read directions on their own or do they ask to have items reread? Do students work with confidence on all of the tasks or are there some aspects that seem more difficult? Which ones? Can you determine why and make notes for adjustments next time this happens?

Find out as much as possible about what students are thinking and how they go about working on tasks. As you circulate, ask additional questions to probe students' thinking. Make notes about students' responses on their papers or on sticky notes. For example, you might say, "Tell me about the picture you have drawn." or "What are you doing with the counters?" or "Why does that make sense to you?" Discussions with students offer rich information about students' understandings.

**Students Who Finish Early**

Provide materials such as tangrams or Relationship puzzles, trade books or games from the Mathematics Strategies books for students who complete the mathematics tasks before the other students.

**General Directions**

You can administer the tasks in a sequence that best fits your teaching/learning environment. The tasks do not need to be administered in the order presented.

Read and clarify task directions but do not provide specific assistance with answering tasks. It is important that each student complete his or her own work without assistance in order for scores to reflect the student's performance. When assessing students, they will be engaged in tasks much like those used during "everyday" mathematics instruction. The difference will be in your response to student behavior. You are gathering information about students' understandings and withholding *for the moment* any coaching or questions that will lead students to further understandings.

When students ask "What does this mean?" or say "I don't get it.", simply reread the directions and say "I can't help you now, do the best you can."

**Assessment Scoring Guide**

These assessment tasks will provide part of the evidence of students' independent work and will be included with other information you have gathered about the student. These assessments are not intended to provide a complete picture of a student's mathematics understandings. When determining student performance levels and marking student profiles, these assessments and additional student products and anecdotal information will need to be combined.

## **Performance Levels**

### **Level IV**

Students at this level consistently perform in a manner that is clearly beyond the grade level requirements and expectations. With teacher support they apply knowledge from one content area to another and frequently exhibit proficiency with goals and objectives from the next grade level. They work independently in performing tasks that are at a higher level of difficulty and integrate personal experience with the task at hand. They demonstrate superior and consistent mastery of grade-level subject matter, seeking assistance when necessary, making critical judgments and giving thorough answers that indicate careful thought.

### **Level III**

Students at this level consistently demonstrate mastery of grade level concepts and skills. They are able to apply processes accurately, integrating procedural and conceptual understandings. By the end of the year they work independently and successfully with grade-level subject matter. After appropriate instruction, they require minimal assistance and exhibit confidence in solving problems and drawing reasonable conclusions appropriate to first grade. They are well prepared for grade two.

### **Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills. While they exhibit some evidence of skills and processes, they frequently have difficulty applying these in non-routine or unfamiliar situations. Students at this level may demonstrate achievement of goals and objectives from previous grade levels but exhibit uneven performance of on-grade-level tasks. At times they require teacher guidance to achieve success. They may grasp overall meanings but do not use related details. These students are minimally prepared to be successful in grade two.

### **Level I**

Students performing at this level frequently need a great deal of individual attention and guidance to be successful in any academic task. They do not exhibit sufficient mastery of first grade knowledge and skills to complete most assignments successfully. Their performance tends to be uneven and often incomplete. These students tend to use bits and pieces of information without differentiating what is essential to a task or situation. These students may not be prepared to be successful in grade two.

**Directions for Scoring Student Books**


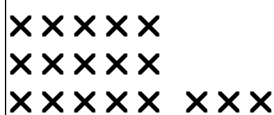
Students' books may be scored when all tasks have been completed or at the end of each day's assessment session. If you decide to score at the end of each session rather than waiting until the end, use the boxes at the bottom of each page instead of marking correct or incorrect responses on student work. A general rubric for holistic scoring is provided here. Specific rubrics for some items are also provided along with student work samples to help clarify these specific rubrics. Student explanations can be words, pictures, computations, or combinations of these. However, explanations of "I counted.", "I used my brain.", "I used counters.", "I just know.", etc., are incomplete and do not earn top score points.

**General Rubric for Holistic Scoring**

- A No response or an obviously wrong answer.
- B Answer is wrong but some explanation is given to indicate that the child is on the right track; or a correct response is given but no explanation is provided; or correct response with mathematics explained, but the mathematics doesn't match the prompt.
- C Answer is correct, but explanation contains some flaw - is unclear or sparse.
- D Correct answer and clear explanation.

## Notes:

- If scorer is debating between two scores and must interpret the answer, mark the lower score.
- If a child has "X"ed out an answer in order to self-correct, score the changed (new) answer.
- Since scorers need to see the student's work, do not give scrap paper.

Item	Correct Answer	Recording on student answer sheet
1	four boxes colored yellow fifty-seven; 5 dimes 7 pennies; one more than 56; $10 + 10 + 10 + 10 + 10 + 5 + 2$	A Incorrect responses or all boxes colored B 3 or 4 correct responses, 1 incorrect response C 4 correct responses
2	Sara one Rickie two Together 39	A Incorrect response B At least 2 correct responses C Correct response
3	$5 + 4$ ; $3 + 3 + 3$ ; $10 - 1$ ; $12 - 3$ ; etc. 	A Incorrect response B At least two correct responses C Correct response <i>There are many other ways to show nine: different addends, pictures, rods and units, etc.</i>
4	$10 + 8$ ; $6 + 6 + 6$ ; $20 - 2$ ; $25 - 7$ ; etc. 	A Incorrect response B At least two correct responses C Correct response <i>There are many other ways to show eighteen: different addends, pictures, rods and units, etc.</i>
5	20 dolls	A Incorrect response and no explanation B Correct response but no explanation, or Incorrect response with explanation which could lead to correct response C Correct response but explanation is unclear or sparse D Correct response and clear explanation
6	14 rocks	A Incorrect response and no explanation B Correct response but no explanation, or Incorrect response with explanation which could lead to correct response C Correct response but explanation is unclear or sparse D Correct response and clear explanation
7	13 pennies	A Incorrect response and no explanation B Correct response but no explanation, or Incorrect response with explanation which could lead to correct response C Correct response but explanation is unclear or sparse D Correct response and clear explanation

Item	Correct Answer	Recording on student answer sheet
8	6 pencils	A Incorrect response and no explanation B Correct response but no explanation, or Incorrect response with explanation which could lead to correct response C Correct response but explanation is unclear or sparse D Correct response and clear explanation
9	Note: answers will vary depending on the cubes provided	A Incorrect response C Correct response
10	1:30 10:00 8:30	A Incorrect response B At least two correct responses C Correct response
11	calendar correctly completed	A Incorrect response C Correct response
12	Monday	A Incorrect response C Correct response
13	19th, September 19th, 19	A Incorrect response C Correct response
14	7 - 9 shapes	A Incorrect response C Correct response
15	(a) A cat will meow. (b) You will snow in May. (c) Tuesday comes after Monday. (d) A lion will cook your lunch.	A Incorrect response B Three correct responses C Correct responses
16	see page 366	A Incorrect response B Three correct responses C Correct responses

<b>Item</b>	<b>Correct Answer</b>	<b>Recording on student answer sheet</b>
17	7 eggs with dots 6 eggs with stripes 2 eggs with both dots and stripes	A Incorrect response B At least 2 correct responses C Correct response

**Individual Student Summary Sheet**  
**Grade 1**  
**Year-End Summative**  
**Form BB**

Student's Name \_\_\_\_\_ Date(s) \_\_\_\_\_

**Assessment Component**

Learning Target	Item No.	A	B	C	D
1.01 a, c, e, g	1				
1.01 e	2				
1.01 a, 1.03	3				
	4				
1.03, 1.04	5				
1.04	6				
1.03, 1.04	7				
	8				
2.01 a	9				
2.02 a	10				
2.02 b	11				
	12				
	13				
2.01 b 3.04	14				
4.02	15				
5.01, 5.02	16				
5.02	17				

**Performance Tasks**

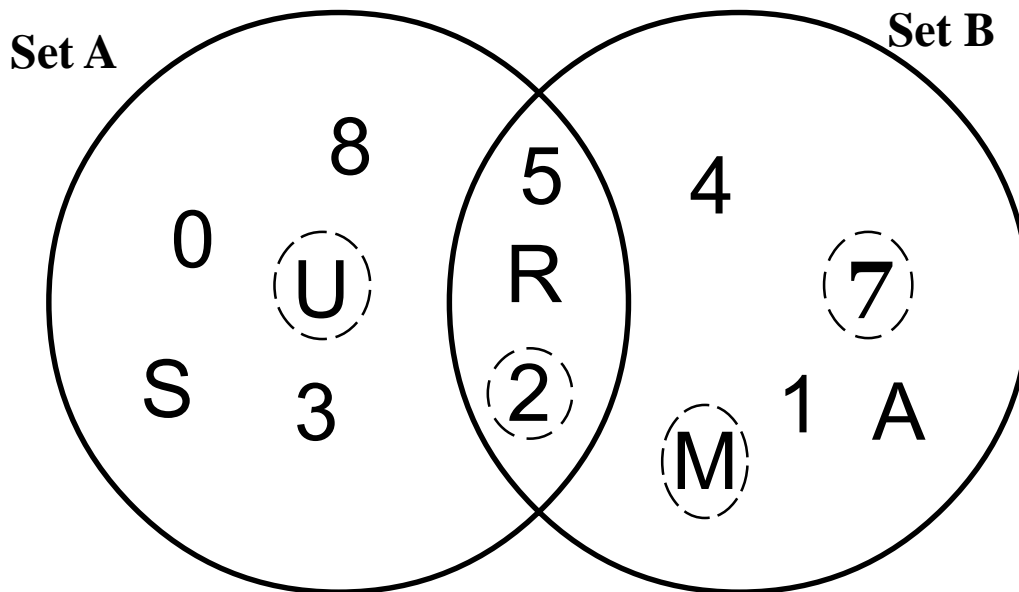
Learning Target	Performance Level				Notes
	I	II	III	IV	
	I	II	III	IV	
	I	II	III	IV	
	I	II	III	IV	
	I	II	III	IV	
	I	II	III	IV	
	I	II	III	IV	

These materials have been provided to help in your efforts to conduct summative assessment of your students. These items and tasks are in no way intended to be the only components of your summative assessment. You will need to gather additional documentation such as student products, notes, checklists and anecdotal information in order to make inferences about student achievement and performance levels.

For example, consider Learning Target (Objective) 1.04: *Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three)*. This summative assessment provides a minimal amount of information about a student's understanding of this learning target. In order to assess a student's understanding of this learning target, you would want to ask him or her to create problems and model a variety of solution strategies. In order to create an assessment component which required less time for administration, performance tasks of this type were not included.

This summary sheet is provided only as a tool for helping you organize information gathered about students and to assist in making informed instructional decisions. Please do not find a total score for this summative component and use it to draw conclusions about a student's overall achievement and performance level. Rather, look at the larger picture and how students perform on clusters of Learning Targets. Additional ideas for record-keeping are provided elsewhere in this resource.

### Solution item 16.



Blackline Master for question 16.

