

# Assessment

## I N T H I S U N I T

### ONGOING ASSESSMENT: Observing Students at Work



The following sessions provide **Ongoing Assessment: Observing Students at Work** opportunities:

- Session 1.1, pp. 28 and 29
- Session 1.2, p. 34
- Session 1.3, p. 38
- Session 1.4, p. 43
- Session 2.1, p. 51
- Session 2.2, p. 56
- Session 2.3, p. 60
- Session 2.4, p. 63
- Session 3.1, p. 71
- Session 3.2, p. 77
- Session 3.3, p. 81
- Session 3.4, pp. 86 and 87
- Session 3.6, p. 94
- Session 3.7, p. 97
- Session 4.1, p. 103
- Session 4.2, p. 108
- Session 4.3, pp. 112 and 113
- Session 4.5, p. 118

### WRITING OPPORTUNITIES



The following sessions have **writing** opportunities for students to explain their mathematical thinking:

- Session 1.3, p. 39  
*Student Activity Book*, p. 7
- Session 1.4, p. 42  
*Student Activity Book*, p. 11
- Session 2.1, p. 51  
*Student Activity Book*, p. 14
- Session 2.3, p. 60  
*Student Activity Book*, p. 22
- Session 3.6, p. 94  
*Student Activity Book*, p. 48
- Session 4.3, p. 112  
*Student Activity Book*, pp. 64–65

### PORTFOLIO OPPORTUNITIES



The following sessions have work appropriate for a **portfolio**:


- Session 1.3, p. 39  
*Student Activity Book*, p. 7
- Session 2.4, pp. 63 and 64  
*Student Activity Book*, p. 25  
M25, Assessment:  $253 \times 46$
- Session 3.6, p. 94  
*Student Activity Book*, pp. 47–48
- Session 3.7, p. 97  
M29, Assessment:  $701 \div 27$
- Sessions 4.3 and 4.4, p. 112  
*Student Activity Book*, pp. 64–65
- Session 4.5, p. 118  
M31–M32, End-of-Unit Assessment

## Assessing the Benchmarks



Observing students as they engage in conversation about their ideas is a primary means to assess their mathematical understanding. Consider all of your students' work, not just the written assessments. See the chart below for suggestions about key activities to observe.

See the **Differentiation and Intervention Guide** for quizzes that can be used after each Investigation.

Benchmarks in This Unit	Key Activities to Observe	Assessment
1. Explain why doubling one factor in a multiplication expression ( $a \times b$ ) and dividing the other by 2 results in an equivalent expression.	<b>Session 1.3:</b> Finding Many Equivalents <b>Session 1.4:</b> Equivalence in Division	<b>Sessions 1.1–1.3 Assessment Checklist:</b> Equivalence in Multiplication 
2. Solve multiplication problems efficiently.	<b>Session 2.2:</b> Multiplication Practice	<b>Session 2.4 Assessment Activity:</b> $253 \times 46$ <b>Session 4.5 End-of-Unit Assessment:</b> Problem 1
3. Solve division problems efficiently.	<b>Session 3.6:</b> Division: How Did I Solve It?	<b>Session 3.7 Assessment Activity:</b> $701 \div 27$ <b>Session 4.5 End-of-Unit Assessment:</b> Problem 2

 Checklist Available

## Relating the Mathematical Emphases to the Benchmarks

Mathematical Emphases	Benchmarks
<b>Whole-Number Operations</b> Reasoning about equivalent expressions in multiplication and division	1
<b>Computational Fluency</b> Solving multiplication problems with 2-digit and 3-digit numbers	2
<b>Computational Fluency</b> Solving division problems with 2-digit divisors	3