

DOCUMENT RESUME

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TITLE Mathematics Fourth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.

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NOTE 5p.; For Mathematics Profiles for other grade levels, see SE 062 924-930.

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ABSTRACT

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Fourth grade assessment materials and the "Strategies for Instruction in Mathematics" suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

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Mathematics Fourth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

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This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. The *Strategies for Instruction in Mathematics* suggests tasks and questions that can be used for on-going and summative assessment.

Directions for use:

The four main mathematical goals and the specific objectives from the North Carolina *Standard Course of Study* are clustered on this profile according to "big ideas." There are six boxes for recording a student's performance level (1, 2, 3, or 4) at each grading period as some school systems have six grading periods, while others have four grading periods. Teachers will use only the boxes needed. The hexagon beside each "big idea" is for the teacher's summative evaluation and will be filled in at the end of the year.

It is suggested that teachers record an evaluation (performance level) for each objective that is taught during a particular grading period; it is not necessary to record an evaluation for objectives that have not been addressed. Student work, conversations with the student, and observations provide evidence for the evaluation of performance. Evaluations are based on the student's abilities to explain, model, and apply learning. Student work folders (or portfolios) will support the evaluation.

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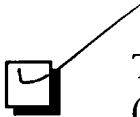


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