

PARALLEL ASSESSMENT EXAMPLE

Parallel Assessment Design Example

2nd Grade

IMPORTANT NOTE

This is only an example to show various parallel assessment design methods. It contains second grade level subject matter, but the assessment would never be appropriate for second grade students. It covers far too much content. The point sizes are too small, and the overall design is too mature.

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Form A

Objective I – Solving Word Problems with Addition and Subtraction

Directions: Write out a plan for each problem. Put your solution in a complete sentence.

1. Billy has 7 footballs. His sister gave him 6 more. How many footballs does Billy now have in all?

Plan: _____

Solution: _____

2. Cindy had 12 marbles. She gave 5 of them to her friend. How many marbles does she have left?

Plan: _____

Solution: _____

3. Ginny had some kittens. She gave 6 of them away. She then had 4 left. How many kittens did she have to start with?

Plan: _____

Solution: _____

4. Matt's horse is 13 years old. His friend's horse is 5 years old. How many years older is Matt's horse than his friend's horse?

Plan: _____

Solution: _____

IMPORTANT NOTE

The purpose of this example is to show assessment design approaches. It is formatted for ease with adult readers and is NOT formatted for elementary students. Also, the objectives are too numerous and random to be a part of one unit.

In the score boxes, the **S** means **Secure**, the **D** means **Developing**, and **NY** means **Not Yet**. (At the secondary level, most would use A's and B's.)

Imaginary Unit Overall Score Box

Obj. No.	Score		
	S/A	D/B	NY
I	S/A	D/B	NY
II	S/A		NY
III	S – Yes/A		NY
IV	S/A	D/B	NY
Va	S/A	D/B	NY
Vb	S/A	D/B	NY
VI-1	S/A	D/B	NY
VI-2	S/A	D/B	NY
VI-3	S/A		NY
VI-4	S/A		NY
VI-5	S/A		NY
VII-1	S/A	D/B	NY
VII-2	S/A	D/B	NY
VII-3	S/A	D/B	NY
VIII	S/A	D/B	NY

Objective I

S/A 4/4 correctly done (correct answer and plan with the solution in a complete sentence)

D/B 3/4 correctly done (correct answer and plan with the solution in complete sentences)

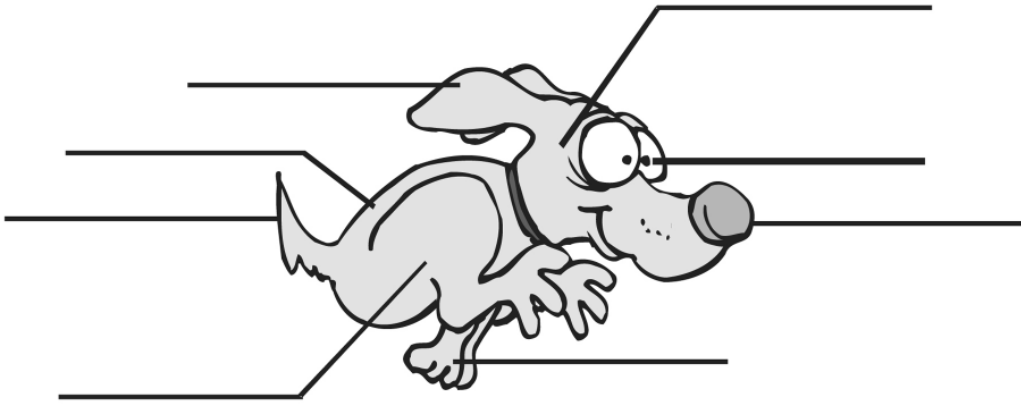
NY

PARALLEL ASSESSMENT EXAMPLE

Objective II – Recalling major parts of a DOG

Directions: Label the body parts of the dog in the picture.

S All parts labeled correctly
NY



Objective III – Adding two digit numbers “with trading”

Directions: You have two friends who do not know how to do addition with regrouping. Your job today is to teach them how to do these challenging math problems. Step-by-step, in your own words please. 😊

Yes Not Yet

Steps are clear and in the right order

Steps are correct to solve the problem

$$\begin{array}{r} 49 \\ + 37 \\ \hline \end{array}$$

Student Checklist

- I wrote each step in complete sentences.
- I have checked for capital letters and punctuation.
- My steps are clear.
- I showed my work in the math problems.
- I checked my work.

PARALLEL ASSESSMENT EXAMPLE

Objective IV – Adding one and two digit numbers “with trading”

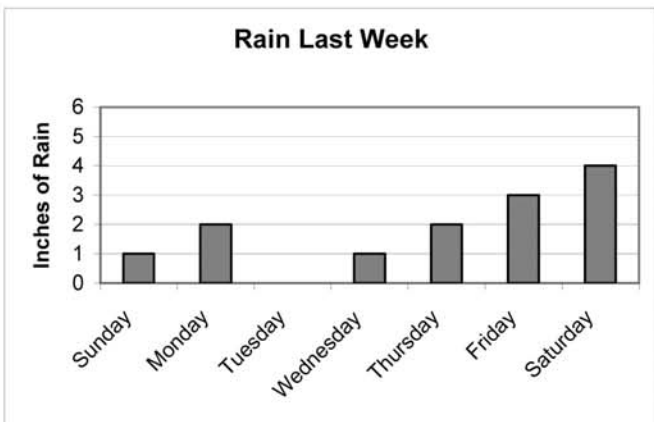
Directions: Solve the following problems. (Please show your work.)

1.
$$\begin{array}{r} 84 \\ + 15 \\ \hline \end{array}$$
 2.
$$\begin{array}{r} 36 \\ + 25 \\ \hline \end{array}$$
 3.
$$\begin{array}{r} 57 \\ + 64 \\ \hline \end{array}$$
 4.
$$\begin{array}{r} 98 \\ + 76 \\ \hline \end{array}$$

S	4/4
D	3/4
NY	

Objective V a – Reading Charts

Directions: Answer the following questions about the chart below.



S:	7/7
D:	6/7
NY	

- Which day got the most rain? _____
- Which day got the least rain? _____
- Which two days got the same amount of rain? _____
- How many more inches of rain fell on Friday than Sunday? _____
- How many more inches of rain fell on Saturday than Monday? _____
- What was the total rainfall for the whole week? _____
- What was the total rainfall for Saturday and Sunday? _____

Objective V b – Interpreting Charts

On the back of your paper, explain everything **else** you can tell (conclude) from the chart above.

S:	Response shows two or more different types of relevant <i>insights</i> that can be drawn from trends and patterns in the chart
D:	Response shows one relevant <i>insight</i> that can be drawn from trends and patterns in the chart
NY	

PARALLEL ASSESSMENT EXAMPLE

Objective VI – Interpreting Stories

Directions: Fill in the parts to the story map with the key information from the story *Dragon's Fat Cat* by Dav Pilkey.

	S	D	NY
Characters	All	All but 1	
Setting	All	All but 1	0-1
Problem	1	-	0
Events	3	-	0-2
Solution	1	-	0

Main Characters

Setting

Problem

Write a complete sentence to describe the problem in the story.

Main Events:

List three events that lead up to the problem in the story.

1. _____

2. _____

3. _____

Ending (Solution):

Write a complete sentence to describe the ending and the solution to the problem.

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Objective VII – Writing Paragraphs

Directions: Complete all parts of this paragraph writing assessment.



Please circle one of the following topics to write about for your paragraph.

- What is your favorite candy and why?
- If you could choose any animal for a classroom pet, what would it be and why?

Topic Sentence:

Supporting Details:

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Put your paragraph together. 😊

I Checked For...

- CAPITAL LETTERS
- !,? Punctuation
- Spacing & Handwriting
- ABC... Word Wall Spelling Words
- Sentence sounds good



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Paragraph Assessment Check Sheet

Student Name: _____

Topic Sentence

- S** It is clear, relevant, and focused.
- D** It is relevant but lacks focus or clarity.
- NY** It is not relevant to the topic.

Supporting Details

- S** There are three relevant, clear, and accurate supporting details.
- D** There are three relevant supporting details,
- or -
there are two relevant, clear and accurate supporting details.
- NY**

Final Paragraph Writing

- S**
 - The paragraph is correctly formatted.
 - The content is well organization
 - The topic sentence opens the paragraph.
 - The supporting details logically follow the topic sentence.
 - Punctuation and capitalization are used correctly.
- D**
 - The paragraph is almost correctly formatted
 - The content is organized
 - Topic sentence opens the paragraph.
 - The supporting details are not in the best order for readability.
or
There are two relevant, clear and accurate supporting details.
 - Punctuation and capitalization are used at almost correctly.
- NY**

PARALLEL ASSESSMENT EXAMPLE

Objective VIII – Math Distributed Practice

These are math concepts and skills we learned earlier in the year. We practiced them almost every day during this unit to make sure we remember them.

S 5/5

D 4/5

NY

Directions: Answer the questions and do the problems below. Be sure to show any work you need to do.

1. Write any three digit number you want.

Circle the number in the ten's place.

Draw a square around the number in the one's place.

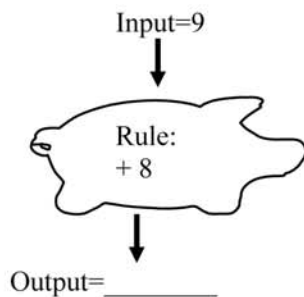
Put a line through the number in the hundred's place.

2. Draw a one digit number story in the box. Write the story and the number model on the lines below the box.

Number Model _____

3.
$$\begin{array}{r} 56 \\ + 23 \\ \hline \end{array}$$

4.



5.

