

PARALLEL ASSESSMENT EXAMPLE

Parallel Assessment Design Example

Form B

2nd Grade

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Form B

Objective I – Solving Word Problems with Addition and Subtraction

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

- Carol has 8 soccer balls. Her sister gave her 7 more. How many soccer balls does Carol now have in all?
Plan: _____
Solution: _____

- Frank had 13 apples. He gave 7 of them to his uncle. How many apples does he have now?
Plan: _____
Solution: _____

- Jim had some candy bars. He gave 8 of them away. He then had 5 left. How many candy bars did he have before he gave any away?
Plan: _____
Solution: _____

- Mike's house is 17 years old. His friend's house is 7 years old. How many years older is Mike's house than his friend's house?
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 | | |
| 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)

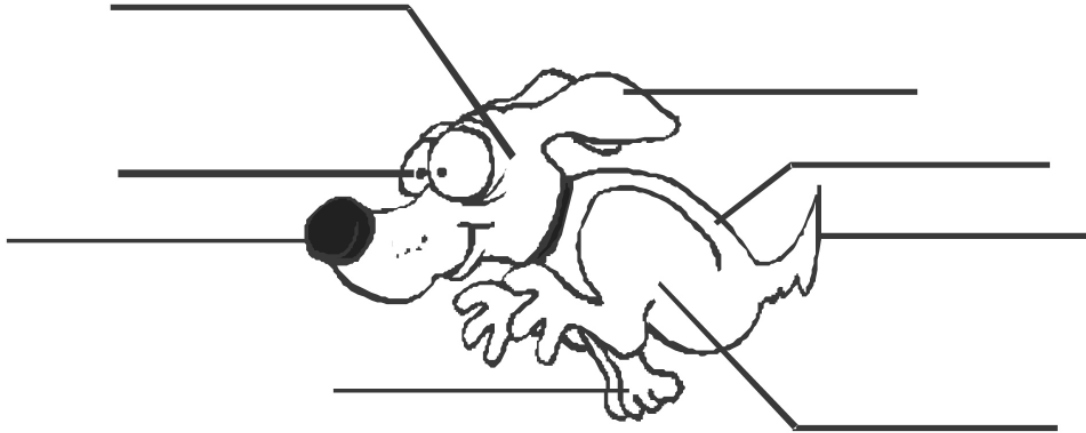
NY

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 | <input type="radio"/> | <input type="radio"/> |
| Steps are correct to solve the problem | <input type="radio"/> | <input type="radio"/> |

$$\begin{array}{r} 36 \\ + 59 \\ \hline \end{array}$$

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.

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Objective VI – Interpreting Stories

Directions: Fill in the parts to the story map with the key information from the story *A Dog Named Sam* by Janice Boland.

| | 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:

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------|-------------------------------|-------------------------------|

Put your paragraph together. 😊

I Checked For...

- CAPITAL LETTERS
- !,? Punctuation
- S p a c i n g & 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.

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.

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

Circle the number in the one's place.

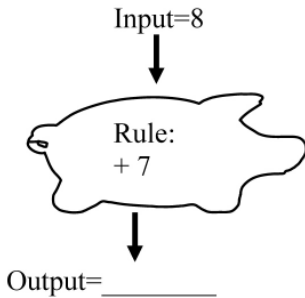
Put a line through the number in the hundred's place.

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

Number Model _____

3.
$$\begin{array}{r} 47 \\ + 32 \\ \hline \end{array}$$

4.



5.

