

# BENCHMARKS FOR EACH STANDARD

INCLUDES 3 VERSIONS OF EACH ASSESSMENT

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**UNDERSTANDING MULTIPLICATION**  
1. Write the following as a multiplication expression.  
 $5+5+5+5$

2. Write the following as a multiplication expression.  
 $3 \times 3 = 3 \times 3 = 3 \times 3$

3. Write the following as an addition equation.  
 $4 \times 2$

4. Write the following as an addition equation.  
 $1 \times 2$

5. What multiplication expression is represented?  
☆☆☆☆☆  
☆☆☆☆☆  
☆☆☆☆☆

6. There are 3 cars. Each car has 4 tires. How many tires are there?

7. Use the information from problem 6. How many tires are in each group?

8. Use the information from problem 6. Write a multiplication expression to represent that situation from problem 6.

9. Write a multiplication expression to represent that situation from problem 6.

10. Draw a picture to represent the multiplication expression.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**UNDERSTANDING MULTIPLICATION**  
1. Write the following as a multiplication expression.  
 $4+4+4+4$

2. Write the following as a multiplication expression.  
 $3 \times 3 = 3 \times 3 = 3 \times 3$

3. Write the following as an addition equation.  
 $4 \times 2$

4. Write the following as an addition equation.  
 $1 \times 2$

5. What multiplication expression is represented?  
☆☆☆☆  
☆☆☆☆  
☆☆☆☆

6. There are 3 cars. Each car has 4 tires. How many tires are there?

7. Use the information from problem 6. How many tires are in each group?

8. Use the information from problem 6. Write a multiplication expression to represent that situation from problem 6.

9. Write a multiplication expression to represent that situation from problem 6.

10. Draw a picture to represent the multiplication expression.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**UNDERSTANDING MULTIPLICATION**  
1. Write the following as a multiplication expression.  
 $3 \times 3 = 3$

2. Write the following as a multiplication expression.  
 $4+4+4+4+4+4+4+4+4$

3. Write the following as an addition equation.  
 $6 \times 7$

4. Write the following as an addition equation.  
 $1 \times 2$

5. What multiplication expression is represented?  
☆☆  
☆☆  
☆☆  
☆☆  
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6. There are 3 cars. Each car has 4 tires. How many tires are there in all?

7. Use the information from problem 6. How many tires are in each group?

8. Use the information from problem 6. How many tires are there in all?

9. Write a multiplication expression to represent that situation from problem 6.

10. Draw a picture to represent the multiplication expression.

PROGRESS CHECK

PRE-TEST

POST-TEST



THESE ARE AVAILABLE *for* GRADES 1-5

# Everyday Math Benchmark Assessments

**CL Gary**



## **Everyday Math Benchmark Assessments:**

Everyday Mathematics: Assessment handbook ,2004      **Everyday Maths Grade K** Bell,2006-06 An online management system designed to track student class school and district progress toward Grade level Goals As students complete work in class and reach assessment opportunities in the Everyday Mathematics program teachers have the option to collect data from those assessments using the Assessment Management System Each of the following assessment types has a unique data entry tool specific to the assessment s structure Ongoing Assessments Recognizing Student Achievement Progress Check Oral and Slate Progress Check Written Assessment Open Response Questions As teachers collect and enter student data a number of reporting options become available Both class and student reports exist and are designed to give teachers information about both student performance and the program scope and sequence Reports are organized by a combination of class or student and lesson or grade level goal Teachers can use links within the reports to do the following Jump quickly from report type to report type Drill down for more detailed information Step back out for more of an overview      **Everyday Maths Grade 1** Bell,2006-06 An online management system designed to track student class school and district progress toward Grade level Goals As students complete work in class and reach assessment opportunities in the Everyday Mathematics program teachers have the option to collect data from those assessments using the Assessment Management System Each of the following assessment types has a unique data entry tool specific to the assessment s structure Ongoing Assessments Recognizing Student Achievement Progress Check Oral and Slate Progress Check Written Assessment Open Response Questions As teachers collect and enter student data a number of reporting options become available Both class and student reports exist and are designed to give teachers information about both student performance and the program scope and sequence Reports are organized by a combination of class or student and lesson or grade level goal Teachers can use links within the reports to do the following Jump quickly from report type to report type Drill down for more detailed information Step back out for more of an overview      **Everyday Maths Grade 5** Bell,2006-06 An online management system designed to track student class school and district progress toward Grade level Goals As students complete work in class and reach assessment opportunities in the Everyday Mathematics program teachers have the option to collect data from those assessments using the Assessment Management System Each of the following assessment types has a unique data entry tool specific to the assessment s structure Ongoing Assessments Recognizing Student Achievement Progress Check Oral and Slate Progress Check Written Assessment Open Response Questions As teachers collect and enter student data a number of reporting options become available Both class and student reports exist and are designed to give teachers information about both student performance and the program scope and sequence Reports are organized by a combination of class or student and lesson or grade level goal Teachers can use links within the reports to do the following Jump quickly from report type to report type Drill down for more detailed information Step back out for more of an overview      *Schoolwide*

*Action Research for Professional Learning Communities* Karl H. Clauset, Dale W. Lick, Carlene U. Murphy, 2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide

**Everyday Mathematics**, 2004 This grade level specific handbook provides classroom tested techniques and ideas to make assessment and instruction more manageable productive and exciting as well as offering a more complete picture of each student s progress and instructional needs through techniques and tools from the four assessment areas ongoing product periodic and outside tests The Assessment Handbook includes suggestions for observing students keeping anecdotal records following student progress and encouraging students to reflect on and communicate both what they have learned and how they feel about mathematics

[Towards a Balanced Assessment for 4-6 Everyday Mathematics](#) University of Chicago. School Mathematics Project, 1999

**Everyday Mathematics: Home connection handbook** University of Chicago. School Mathematics Project, 2001

**Everyday Maths Grade 2** Bell, 2006-06 An online management system designed to track student class school and district progress toward Grade level Goals As students complete work in class and reach assessment opportunities in the Everyday Mathematics program teachers have the option to collect data from those assessments using the Assessment Management System Each of the following assessment types has a unique data entry tool specific to the assessment s structure Ongoing Assessments Recognizing Student Achievement Progress Check Oral and Slate Progress Check Written Assessment Open Response Questions As teachers collect and enter student data a number of reporting options become available Both class and student reports exist and are designed to give teachers information about both student performance and the program

scope and sequence Reports are organized by a combination of class or student and lesson or grade level goal Teachers can use links within the reports to do the following Jump quickly from report type to report type Drill down for more detailed information Step back out for more of an overview *Everyday Mathematics* University of Chicago. School Mathematics Project,2001 **10 Strategies for Doubling Student Performance** Allan R. Odden,2009-08-25 In this highly readable book Allan Odden vividly illustrates many of the most important practices for creating strong professional communities From the organization of time to the development of productive curriculum and instruction school leaders will learn how to create a framework for school reform grounded in research and the wisdom of practice Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University Odden not only thinks big he provides specific examples from real school districts to support his ten step program His systemic analysis of school district improvement and specific examples create a road map for the nation Jack D Dale Superintendent Fairfax County Public Schools VA Odden offers a sound program of ten steps school leaders can implement to significantly improve student academic achievement in their districts Daniel A Domenech Executive Director American Association of School Administrators A road map for school improvement with dramatic measurable results This companion book to Doubling Student Performance by Allan R Odden and Sarah J Archibald brings to life ten strategies for achieving significant measurable gains in student performance School and district leaders can use the examples stories and resources in this book to create a research based school improvement plan To guide educational leaders in their improvement work the book Focuses on issues over which schools and districts have control such as setting ambitious goals changing the curriculum using data to make decisions and using time effectively and efficiently Offers detailed case studies from real schools that provide clear steps and specific tools for putting the strategies into action Provides an entire chapter devoted to recruiting and developing top talent especially for high needs schools 10 Strategies for Doubling Student Performance helps educators drive substantial gains in student achievement and effectively use resources to invest in what works in education reform *Towards a Balanced Assessment for K-3 Everyday Mathematics* Jean Bell,University of Chicago. School Mathematics Project,1999 *Becoming the System* Nelson Flores,2024 Bilingual education is usually framed as a tool of antiracism In *Becoming the System* author Nelson Flores challenges that framework by examining the ways that institutionalizing bilingual education in the post Civil Rights Era in the United States has served to maintain rather than challenge racial hierarchies He adopts a methodology that he terms raciolinguistic genealogy as a point of entry for arguing that the institutionalization of bilingual education was part of a broader reconfiguration of race in the postcolonial era This reconfiguration located the root of racial inequities within a psychologically damaged racialized subject who after having experienced multiple generations of racial oppression had either from a liberal perspective developed a culture of poverty or a radical perspective developed colonized mindset that prevented racial progress After examining the ways that this psychologically damaged racialized subject provided the ideological foundation for the Bilingual

Education Act BEA Flores then examines how institutionalizing the BEA produced a cadre of Latinx professionals who were afforded contingent proximity to whiteness in exchange for their acceptance of deficit framings of Latinx communities He goes on to examine the ways that this institutionalization helped pave the way for neoliberal educational reforms that serve to maintain the racial status quo This has culminated in the exponential growth of dual language education as a commodity for affluent monolingual white families even as the bilingualism of Latinx communities continue to be pathologized and policed Flores concludes by implicating himself as a Latinx professional working in bilingual education in this political incorporation and posits the present volume as resistance to the commodification and weaponization of Latinx bilingualism

**Keys to Curriculum Mapping** Susan Udelhofen, 2005-02-24 Based on extensive experience as a teacher staff development consultant and earlier work in the field by foreword writer Heidi Hayes Jacobs Wisconsin based Udelhofen PhD explains how curriculum mapping can help educators better help students She describes such mapping as a process in which teachers electronically document and share all curricular When They Already Know It Mark Welch, Blane McCann, Tami Williams, 2018-07-16 This practical guide is designed to help collaborative teams at all grade levels address the critical question How will we extend the learning for students who are already proficient Mark Weichel Blane McCann and Tami Williams identify five elements of personalized learning along with five instructional strategies for extended differentiated instruction that give all students the opportunity to reach their personal best Rethink how to respond to proficient students in a competency based curriculum Realize the importance of addressing the fourth critical question of Professional Learning Communities at Work™ Learn the five elements of personalized learning knowing your learners allowing student voice and choice implementing flexibility using data and integrating technology Explore five differentiated instruction strategies for extending the learning for high ability and high potential students curriculum compacting flexible grouping product choices tiered assignments and multilevel learning stations Understand how collaborative teams in a professional learning community PLC can maximize student engagement motivating students to learn beyond the essential standards Utilize individual and collaborative team reflection tools and read stories based on real life teachers experiences implementing the elements of personalized learning in classrooms Contents Introduction Chapter 1 Reframing Chapter 2 Personalized Learning Chapter 3 Instructional Strategies That Support Question 4 Students Chapter 4 Knowing Your Learners Chapter 5 Allowing Voice and Choice Chapter 6 Implementing Flexibility Chapter 7 Using Data Chapter 8 Integrating Technology Chapter 9 Bringing It All Together **The Relationship Between Third and Fourth Grade Everyday Mathematics Assessments and Performance on the New Jersey Assessment of Skills and Knowledge in Fourth Grade (NJASK/4)** Mariann T. Helfant, 2006 **Handbook of Research on Teaching** Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In

each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume s 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unaparalleled view of the current state of research on teaching across its multiple facets and related fields **Everyday Mathematics 4 Grade Teacher's Lesson Guide Volume 2** Max Bell,2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific *Resources in Education* ,1997

*Classroom Assessment* Peter W. Airasian,2001 Airasian presents complex concepts clearly so that pre service teachers can understand them and solidly grounds these concepts in best practice through practical real well integrated examples He talks to not at users The text conceives of classroom assessment in a broader way than many other texts It focuses not only on the assessment needs of testing grading interpreting standardized tests and performance assessments but also on assessment concerns in organizing a classroom at the start of school planning and implementing instruction and strategies of teacher self reflection It views classroom assessment as an everyday ongoing integral part of teaching not something that is separated from life in classrooms The text is organized in a manner that follows the natural progression of teacher decision making from organizing the class as a learning community to planning and conducting instruction to the formal evaluation of learning and finally to grading

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