

Session 19



ASSESSMENT

Unit Five Post-Assessment

Overview

Students complete a slightly extended version of the assessment they took at the beginning of the unit. Two problems have been added to the post-assessment to provide more information about students' growth in determining and describing the outcomes of probability situations.

Actions

- 1 The teacher introduces the Unit Five Post-Assessment.
- 2 Students complete the post-assessment independently.

Skills & Concepts

- ★ constructing a well-labeled bar graph
- ★ reading and interpreting bar and circle graphs
- ★ determining the range, mode, median, and mean of a data set
- ★ predicting outcomes for a simple probability situation
- ★ describing the probability of various events in words and numbers

You'll need

- ★ Unit Five Post-Assessment (Blacklines A 5.5–A 5.9, class set)
- ★ Unit Five Pre- & Post-Assessment Scoring & Comparisons (Blacklines A 5.11 and A 5.12, class set saved from Session 2)
- ★ Unit Five Post-Assessment Class Checklist (Blackline A 5.13, a few copies as needed)
- ★ Unit Five Student Reflection Sheet (Blackline A 5.14, class set, optional)
- ★ access to all classroom manipulatives including calculators
- ★ real pennies available to students who want to use them

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Advance Preparation You'll probably want to take down the chart of graph parts before having students begin the post-assessment, which assesses their ability to construct a well-labeled bar graph.

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Introducing the Unit Five Post-Assessment

Give each student a copy of the assessment. Ask them to write their names and the date at the top of each page, and have them circle each “doing” word in all of the problems as you read and review the tasks together before students begin their work. Remind students that you will be available to re-read any of the directions to them. Invite them, too, to use any manipulatives they find helpful, including a calculator. Some may also find it helpful to have 3 pennies as they work problem 7. If you plan to score this assessment as suggested in the Looking at Student Work section, let students know you will be scoring their papers, and that for every problem that asks them to explain their thinking, points will be awarded for the correct answer and for their explanation.