1 Assessment

Using the Diagnostic Tests  For entry-level assessment, choose the appropriate Diagnostic Test based on whether you want to diagnose readiness by testing content that should have already been learned or you want to give a pretest on content you plan to teach. For summative evaluation, choose the test or part of a test that assesses the content you covered.

1 Grade specific  Each Diagnostic Test focuses on grade-specific content. Note that problem solving is integrated throughout each Diagnostic Test.

2 Organized by booklet topics  Each test is broken into parts. Each part covers content in one of Booklets A–E. You can give the entire test or just certain parts.

3 Parallel forms  Forms A and B are parallel item for item. At Grades K–3, children record responses right on the page.

Name

Mark the best answer.

1. Which number do the models show?
   A 12
   B 24
   C 42
   D 60

2. Which shows thirteen?
   A 3
   B 13
   C 30
   D 33

3. Which is true?
   A 52 < 49
   B 52 > 49
   C 52 = 49
   D 52 < 52

4. Which number comes just before?
   A 37, 38, 39
   B 30
   C 37
   D 40
   E 49

Mark the best answer.
2 Diagnosis

Using the Class Record Form The Class Record Form is a good way to get a profile on the performance of individual students as well as groups of students. When the form is completed, you can quickly “see” areas of strength and weakness for an individual (by looking across a row) or for groups of students (by looking down the columns).

1 Use with Form A or Form B You can use the Class Record Form to record results on Form A or Form B of the Diagnostic Test.

2 Mark items missed For each student, mark items missed in the appropriate columns.

3 Record scores Write the total number correct for each part of the test and for the entire test. Circle scores that fall below the proficiency level of 66%. Use a different proficiency level if you wish.

4 Interpret results If a student’s score for part or all of the test falls below the proficiency level, give part or all of the Diagnostic Test for the previous grade. Then use the results to make informed decisions about placement or intervention for that student. Sometimes a group of students or an entire class can benefit from the same intervention. If you’re giving the test as a pretest and a student, group of students, or the whole class does quite well on part of a test, consider skipping that topic for those students or covering it quickly.
3 Intervention

Using the Intervention Lessons With these resources, you can provide intervention on a few topics or as many topics as needed.

Intervention during school Provide intervention after specific lessons or at the end of a topic.

Intervention in after-school, Saturday-school, or summer-school (intersession) programs Use the Intervention Lessons that focus on areas of weakness. If there are many areas of weakness, prioritize pages that cover those areas. Or, in summer school, 1–2 Intervention Lessons can be covered per day. Students can catch up faster if they work on pages independently at home as well as in school.

1 Intervention Lesson For Grades K, 1, and 2, an Intervention Lesson consists of a teacher-directed activity followed by problems. In a Grade 3 Intervention Lesson, the student will first answer a series of questions that guide him or her to the correct answer of a given problem. This is followed by additional, but similar, problems.

### Equal Parts of a Whole

**Materials** rectangular sheets of paper, 3 for each student; crayons or markers

1. Fold a sheet of paper so the two shorter edges are on top of each other, as shown at the right.
2. Open up the piece of paper. Draw a line down the fold. Color each part a different color.

The table below shows special names for the equal parts. All parts must be equal before you can use these special names.

<table>
<thead>
<tr>
<th>Number of Equal Parts</th>
<th>Name of Equal Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>halves</td>
</tr>
<tr>
<td>3</td>
<td>thirds</td>
</tr>
<tr>
<td>4</td>
<td>fourths</td>
</tr>
<tr>
<td>5</td>
<td>fifths</td>
</tr>
<tr>
<td>6</td>
<td>sixths</td>
</tr>
<tr>
<td>8</td>
<td>eighths</td>
</tr>
<tr>
<td>10</td>
<td>tenths</td>
</tr>
<tr>
<td>12</td>
<td>twelfths</td>
</tr>
</tbody>
</table>

3. Are the parts you colored equal in size?
4. How many equal parts are there?
5. What is the name for the parts you colored?
6. Fold another sheet of paper like above. Then fold it again so that it makes a long slender rectangle as shown below.
7. Open up the piece of paper. Draw lines down the folds. Color each part a different color.
8. Are the parts you colored equal in size?
9. How many equal parts are there?
10. What is the name for the parts you colored?
11. Fold another sheet of paper into 3 parts that are not equal. Open it and draw lines down the folds. In the space below, draw your rectangle and color each part a different color.

### Numbers to 12

**Materials** two-color counters, 12 per child

1. Have children place one counter in the tens grid, say 1, and write the number.
2. Have children place one more counter in the grid, say 2, and write the number.
3. Continue to 11. Ask: shown is two and how many more? 1
4. Go to 12 similarly. Ask: Twenty is ten and how many more? 2
4 Monitoring

Using the Individual Record Form  The Individual Record Form can be used for students who need occasional intervention during the year. It can be used with students who are one to two standard deviations below the mean on standardized tests and need additional work beyond the regular class. The Individual Record Form is particularly helpful when working with students who are at risk of failing and whose progress requires careful documentation and communication.

1 Use with Form A or Form B  You can use the Individual Record Form to record results on Form A or Form B of the Diagnostic Test.

2 Indicate items missed  Circle test items missed.

3 Record scores  Write the total number correct for each part of the test and for the entire test. Circle scores that fall below the proficiency level of 66%. Use a different proficiency level if you wish.

4 Record intervention assignments  Circle the Intervention Lessons you assign.

5 Communicate with parents and helpers  Use the form at parent conferences. You might have students and parents record assignments as they are completed. Pass the form along to tutors or others who are helping the student.