Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **ASSESSMENT TOOL KIT** | | | | |
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| **Learning Map** | | | | |
| **Learning Intention** | Plan 2nd-  **Emerging** | Plan 3rd-  **Developing** | Plan 1st-  **Proficient** | Plan last-  **Extending** |
| I understand how division concepts involve organizing things into equal groups and are connected to multiplication | I can demonstrate some concepts of division and multiplication with some help | I can demonstrate concepts of multiplication and division in a variety of ways on my own | I can demonstrate concepts of division and multiplication in multiple ways using different manipulatives, subjects, and algorithms. | I understand how division and multiplication are intrinsically connected and can demonstrate using a variety of different strategies.  I can use that knowledge to assist other students who may be struggling. |
| EVIDENCE: Products: CGI Lessons | Observations: notes from teacher | | Conversations: records from teacher | |
| I can share my mathematical thinking | I can explain my mathematical thinking with guidance and support. | I can explain my mathematical thinking in a few ways on my own. | I can confidently explain my mathematical thinking in a variety of different ways using clear and specific examples. | I understand my own mathematical thinking and can express myself using a variety of different strategies, understanding that I may need to use several examples so others can find a connection. |
| EVIDENCE: Products: BINGO | Observations: notes from teacher | | Conversations: records from teacher | |
| I can use multiplication and division interchangeably when given a group of numbers | I can use division and understand how to connect it to multiplication with support and guidance. | I can use division and understand how to connect those numbers to multiplication without support or guidance. | I can confidently use division and multiplication interchangeably using a variety of different methods, with any amount of number variation. | I understand how division and multiplication can be used interchangeably using a variety of different strategies and can demonstrate that knowledge with ease and confidence. |
| EVIDENCE: Products: Student created  CGI lesson | Observations: notes from teacher | | Conversations: records from teacher | |
| **Evidence Collection** | | | | |
| **Method of Evidence Collection:** (actually create your method)  Learning map for each student: notes at the bottom of the learning map  We will use student created BINGO cards to collect at the end of our BINGO game | | | | |
| **Why you chose it:** It provides a physical representation of how well students were able to connect to the material by how much they were able to complete. | | **How I will use it:** We will use it during their creation of the BINGO card, as they place their division numbers using the two dice provided. The following day we will play BINGO, including the division question and the answer to make marks on their card. Whoever is the first one to make the division symbol wins the prize. Students will hand in their card at the end of the lesson. | | |