

This is an example assessment based on a third grade math standard to show different assessment questions based on the proficiency scales, levels 2, 3, and 4.

Pages 4 to 7 show how to differentiate the assessment to support English Language Learners.

The differentiation process used is from Huynh and Skelton (2023)

Standard Alignment:

CAS Third Grade Geometry:

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).

Mathematical Process Standard: Reasoning

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).

Third Grade Mathematics Assessment Example

Score 2 Expectation - Skills related to the proficiency scale (select and retrieval of information)

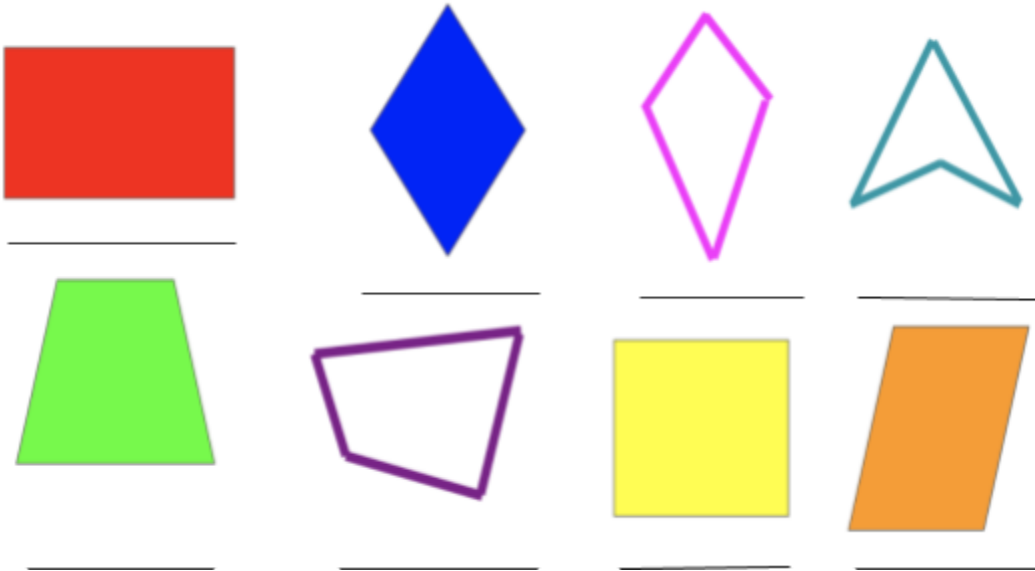
1. Match words to their definitions. Write your answers in the box below.

<u>WORD</u>	<u>Answer</u>	<u>DEFINITION</u>
Rhombus	_____	1. quadrilateral, whose opposite sides are equal and parallel
Rectangle	_____	2. quadrilateral, which has all the four sides of equal length
Square	_____	3. figure of four sides and four angles
Quadrilateral	_____	4. parallelogram with four equal sides and sometimes one with no right angles
Parallelogram	_____	5. quadrilateral having only two sides parallel
Trapezoid	_____	6. quadrilateral shape with two pairs of adjacent, congruent sides
Kite	_____	7. figure with four sides whose opposite sides are parallel and equal

Score 2 Expectation - Skills related to the proficiency scale (recalling and labeling of information)

2. Label the quadrilaterals below using the word box

Square	Parallelogram	Trapezoid	Rhombus
Rectangle	Kite	Quadrilateral	Arrow



Level 3 Expectation - Applies the minute skills to demonstrate the expectation of the proficiency scale (integrating of information - describe relationship between)

3. Explain how different quadrilaterals have similar attributes.




Level 3 Expectation - Applies the minute skills to demonstrate the expectation of the proficiency scale (includes 2 different ways to scaffold the language) (generalizing and classifying through analysis of information - create a rule and identify categories)

4. Create different categories of similar attributes of quadrilaterals. Draw the shapes in your categories.

Explain how you categorized the quadrilaterals.

Example of a level 4 task that has students apply the proficiency scale expectation to a unique situation with scaffolding (knowledge utilization - investigating how/ why something happened)

5. Mary categorized these parallelograms into 3 different groups below. She made a mistake when she categorized the parallelograms.

Group A	Group B	Group C
		

Explain which group of parallelograms do not have similar attributes. Explain how she could fix her mistake.

Third Grade Mathematics Assessment with Supports for English Language Learners
Score 2 Expectation - Skills related to the proficiency scale (select and retrieval of information)

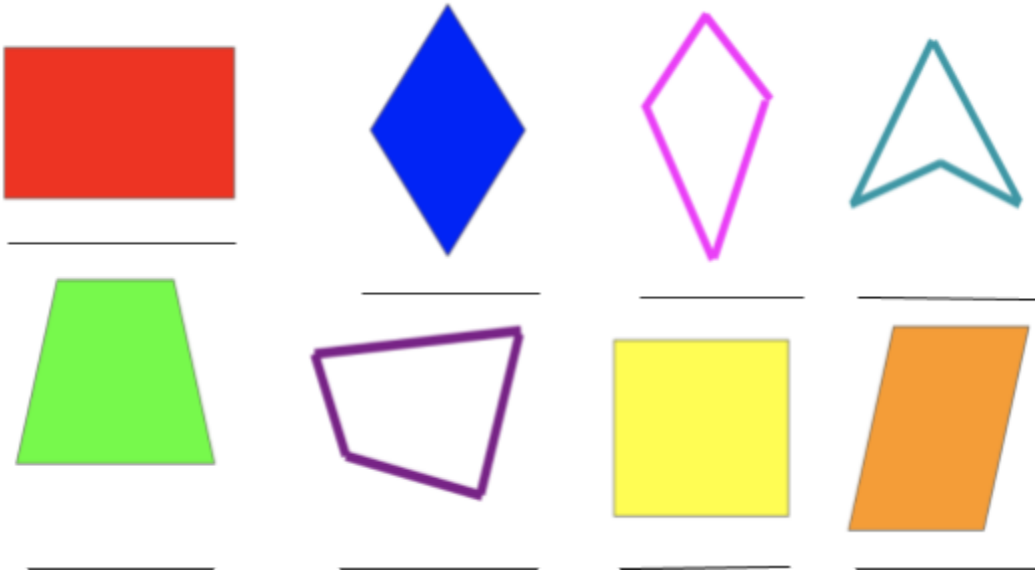
1. Match words to their definitions. Write your answers in the box below.

<u>WORD</u>	<u>Answer</u>	<u>DEFINITION</u>
Rhombus	_____	1. quadrilateral, whose opposite sides are equal and parallel
Rectangle	_____	2. quadrilateral, which has all the four sides of equal length
Square	_____	3. figure (shape) of four sides and four angles
Quadrilateral	_____	4. parallelogram with four equal sides and sometimes one with no right angles
Parallelogram	_____	5. quadrilateral having only two sides parallel
Trapezoid	_____	6. quadrilateral shape with two pairs of adjacent (touching), congruent (equal-length) sides
Kite	_____	7. figure (shape) with four sides whose opposite sides are parallel and equal

Score 2 Expectation - Skills related to the proficiency scale (recalling and labeling of information)

2. Label the quadrilaterals below using the word box

Square	Parallelogram	Trapezoid	Rhombus
Rectangle	Kite	Quadrilateral	Arrow



Level 3 Expectation - Applies the minute skills to demonstrate the expectation of the proficiency scale (integrating of information - describe relationship between)

3. Explain how different quadrilaterals have similar (alike) attributes. Use the sentence starters to help you write a paragraph.

A ____ has ____

One attribute of a ____ is that it has ____.

Both a ____ and a ____ have ____ so they should be in the same category.

Level 3 Expectation - Applies the minute skills to demonstrate the expectation of the proficiency scale (includes 2 different ways to scaffold the language) (generalizing and classifying through analysis of information - create a rule and identify categories)

4. Create different categories of similar attributes of quadrilaterals.
 - a. Draw (**dibujar**) the shapes in your categories
 - b. Make sure to include:
 - i. Square, Parallelogram, Trapezoid, Rhombus, Rectangle, Kite, Quadrilateral, Arrow

c. Explain how you categorized the quadrilaterals - **NEP Scaffold**
I categorized ___ and ___ together because they both have ____.
I didn't categorize ___ and ___ together because they have different _____.




c. Explain how you categorized the quadrilaterals - **LEP Scaffold**

Noun	Verb
<ul style="list-style-type: none">• Parallelograms• I	<ul style="list-style-type: none">• have• categorized• are similar• are different

Write your explanation here:

Example of a level 4 task that has students apply the proficiency scale expectation to a unique situation with scaffolding (knowledge utilization - investigating how/ why something happened)

5. Mary categorized these parallelograms into 3 different groups below. She made a mistake (error/ fallo) when she categorized the parallelograms.

Group A	Group B	Group C
		

- Explain which group of parallelograms do not have similar attributes.
- Explain how she could fix her mistake (¿Cómo puede arreglar su error?).

Group ___ has _____ but Group ___ has _____

Group ___ is categorized by _____

Group ___ parallelograms are similar because _____

Mary did not categorize _____ together correctly because _____

Mary needs to change _____ by _____ because _____