**Go Math Assessments**

This list of assessment options provides a description of the available resources you may wish to use for entry-level, formative, and summative assessments that accompany the Go Math curriculum.

*Note:* EGUSD will provide all schools with the Elk Grove Measurement of Academic Progress: Math Benchmarks (EGMAP: Math B1, B2, & B3) & Pre-ID answer documents.

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<th>Assessment Name</th>
<th>Purpose of Assessment</th>
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| **Beginning-of-Year, Middle-of-Year, and End-of-Year assessments** (40-50 multiple choice questions) | Formative & Summative Assessment Tools: This can be given early in the year to establish on-grade level skills that students may already understand. Each of these assessments covers all current grade level standards (i.e. Problem #4 is a similar problem on each test). Using these assessments will:  
- Highlight growth students are making throughout the year  
- Provide data for differentiating instruction for students who may already understand a grade level standard  
- Provide a resource for “common error” analysis and suggestions for intervention | Location: Assessment Guide  
Answer Key: Online Assessment Guide (TE)*  
(found online only)  
Item Analysis Correlation charts: Back of Assessment Guide |
| **EGUSD Formative Assessment:** EGMAP: Math B1, B2, & B3 (span 19-50 multiple choice questions) | “Truncated” versions of the above referenced assessments are being used with grades 2-6 as EGUSD Benchmark Assessments-EGMAP: Math B1, B2 & B3 (replacing EGUSD MYPAS assessment) each trimester. (K-1 has other benchmark assessments.) | |
| **Prerequisite Skills Inventory** (24-40 span multiple choice questions) | Entry-level Assessment Tool: Gives insight regarding student understanding of prerequisite skills needed for current standards.  
- Questions are correlated to the previous year’s Common Core Standards  
- Assessment results provide information about the review or intervention that students may need in order to be successful in the coming year  
- Provides error analysis and correlates to Soar to Success Math (online student activities) intervention options | Location: Assessment Guide  
Answer Key: Online Assessment Guide (TE)*  
(found online only)  
Item Analysis Correlation charts: Back of Assessment Guide |
| **“Show What You Know”** for each chapter (5-6 short response questions) | Formative Assessment Tool:  
- Assesses prior knowledge from previous grades as well as content taught earlier in the current grade  
- Assessment results provide information about the review or intervention that students may need in order to be successful in the coming year  
- TE provides “If/Then” specific Strategic/Intensive Intervention Paths | Location: Go Math Student Edition at beginning of each chapter found in “Introduce Chapter” section  
Answer Key: Go Math Teacher Edition (TE) corresponding Chapter Manual |
| **Diagnostic Interview** (3-5 questions/tasks) | Formative Assessment Tool:  
- Another option for evaluating each student’s knowledge of a chapter’s prerequisite skills.  
- Assessment is administered 1:1 | Location: Assessment Guide  
Answer Key: Online Assessment Guide (TE)*  
(found online only) |
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| “Quick Check” (2-3 specific questions/tasks within each lesson) | Formative Assessment Tool: A lesson checkpoint to monitor student understanding for a particular skill.  
• Provides information to guide instructional adjustments  
• TE marginalia points out Common Errors  
• TE marginalia traces Response to Intervention (RtI) path | Location: Go Math Student Edition within each lesson in the “Share & Show” section  
Answer Key: Go Math Teacher Edition (TE) corresponding Chapter Manual |
| Mid-Chapter Checkpoint (span 5-20 questions) | Formative/Summative Assessment Tool: A check point to monitor student understanding for that particular chapter.  
• Format parallels the format of the chapter review/test in the student book  
• TE points out Common Errors  
• TE traces Response to Intervention (RtI) path | Location: Go Math Student Edition approximately half way through each chapter  
Answer Key: Go Math Teacher Edition (TE) corresponding Chapter Manual |
| Chapter Tests (span 24-30 questions) | Formative/Summative Assessment Tool: There are three forms of the chapter assessment.  
• Chapter review/test- found in the student text-answer key in TE & online*  
• Form A: multiple-choice format-found in the Assessment Guide  
• Form B: mixed-response format-found in the Assessment Guide | Location: Assessment Guide  
Answer Key: Go Math (TE) & Online Assessment Guide (TE)* (Form B found online only)  
Item Analysis Correlation charts: Back of Assessment Guide |
| Online Assessments (Number of questions varies based on teacher choices) | Formative/Summative Assessment Tool:  
• Provides the option to print, electronically assign, or build your own assessment from a bank of questions displayed by standard  
• Items are given in random order to students  
• Multiple choice questions are automatically scored, providing instant feedback  
• Prescriptive suggestions are given to indicate follow-up instruction that may be needed | Location: Go Math Online Assessment System* (found online only) |
| Performance Assessments (1 page performance tasks) | Formative/Summative Assessment Tool:  
Assesses each grade level’s critical areas (multiple chapters).  
• Each assessment contains several tasks to assess student application of what they have learned  
• Formatted similar to Smarter Balanced Assessments  
• Can be administered independently or in small groups  
• Scoring rubrics are provided along with the tasks in the Assessment Guide | Location: Assessment Guide  
Answer Key: Online Assessment Guide (TE)* (found online only) |

* All Go Math assessments are accessible online through Go Math’s website, “Think Central.” [https://www-k6.thinkcentral.com/ePC/start.do](https://www-k6.thinkcentral.com/ePC/start.do)

It is not what an assessment is called that determines if it is formative or summative, it is done with the information received that defines if it is a formative or summative assessment.
Each school and/or grade level team is encouraged to choose an assessment platform that will be common among all classrooms.