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ED 427 Section 6
2-22-19
Unit Pre-Assessment

Addition and Subtraction Small Group Intervention Unit Pre-Assessment

Standard:

CCSS 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

This standard is the overarching standard that each lesson is designed to help each student reach.

Goal:

The purpose of this assessment is to assess what students already know about adding or subtracting a 1-digit number from a 2-digit number and solving word problems. I want to know what type of math problems my students already know and understand how to solve and identify the misconceptions they have so I can better focus the time in each lesson. Another purpose of the assessment was to identify which students would be in my small group intervention lessons.

Reliability, Validity, and Bias:

To ensure the reliability and validity of the pre-assessment each student will be given the same test and given the same amount of time to complete it. Additionally, each word problem will be read aloud by Xxxxx so that struggling readers have the opportunity to understand and answer the questions to ensure that students are being assessed on their math abilities rather than their reading skills.

Administration Conditions:

Xxxxx administered at the beginning of the math lesson. She had each student sit at their desk with the fold-up dividers around their work. The students worked on problems 1-6 by themselves and she read problems 7-8 (the word problems) out loud. She gave the students 12 minutes to complete the test at which time they gave her the test.

Data Analysis & Summary:

When looking at the tests, I found that one of my word problems was confusing and only $\frac{1}{2}$ the class answered it correctly. I also found that several students still aren't solving 2-digit addition and subtraction problems correctly. One student added when he was supposed to subtract. Several students still have misconceptions about carrying and borrowing numbers. Specifically, one student consistently didn't cross off the number in the tens spot when regrouping a ten to the ones place.

Instructional Implications

I used this assessment to determine which students need additional help other than what is provided during the regular classroom instruction. I identified 6 students who would benefit from some additional lessons on addition and subtraction. Each lesson of the unit will focus on either addition or subtraction and will address the misconceptions students have.

I will need to focus on helping students conceptualize what is happening when they regroup and carry numbers. I will do this by having manipulatives both me and my students can use.