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Choosing an assessment based on a <u>broad math focus</u> ? Start here...	Assessing a specific <u>math skill or concept</u> ? Start here...	If you know the tasks well and use them often, Start here....	Each task is available individually <i>and</i>	Do you work with students who have gaps in their learning and <u>struggle with grade level work</u> ? Start here...	Related CCSS
General Math Concept	To assess these skills or concepts...	...Give this Diagnostic Task	In Grade Span Package/s	...But also for students, regardless of grade level, struggling with...	
Length	<ul style="list-style-type: none"> Using units to compare lengths Choosing an appropriate unit for the attribute being measured Avoiding gaps and overlaps 	(#1) Desk Through the Doorway	PreK – 4	<ul style="list-style-type: none"> Choosing an appropriate unit to measure the attribute in question Making the connection between 'how many fit' and measuring Comparing length of objects Measuring carefully to avoid gaps and overlaps 	<ul style="list-style-type: none"> K.MD.A.1 1.MD.A.2 2.MD.A.2
Length	<ul style="list-style-type: none"> Comparing lengths of objects Counting units to compare Avoiding gaps and overlaps Not distracted by number of units when using different sized units 	(#2) Snail Trails	PreK – 4	<ul style="list-style-type: none"> Making the connection between repeating units and measuring Inconsistency in measuring – may be able to 'read' a ruler, scale, etc. but lacks skills required to <i>actually</i> measure something (e.g., <i>cannot measure properly with a ruler, measuring cup, scale, etc.</i>) 'Forgetting' to line up the end of the ruler with the edge of the object being measured Realizing they need to use the same unit when making comparisons Making decisions about which object is longer when given comparative measurements Realizing or trusting that the number of units tells you 'how much' 	<ul style="list-style-type: none"> K.MD.A.1 1.MD.A.1 1.MD.A.2 2.MD.A.2

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Length	<ul style="list-style-type: none"> Using same-sized unit to compare lengths Counting units to compare Avoiding gaps and overlaps Not distracted by number of units when using different sized units 	(#3) Which Line is Longer?	PreK – 4	<ul style="list-style-type: none"> Making the connection between repeating units and measuring Inconsistency in measuring – may be able to 'read' a ruler, scale, etc. but lacks skills required to <i>actually</i> measure something (e.g., <i>cannot measure properly with a ruler, measuring cup, scale, etc.</i>) 'Forgetting' to line up the end of the ruler with the edge of the object being measured Realizing they need to use the same unit when making comparisons Making decisions about which object is longer when given comparative measurements Realizing or trusting that the number of units tells you 'how much' 	<ul style="list-style-type: none"> K.MD.A.1 1.MD.A.1 1.MD.A.2 2.MD.A.2

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Length	<ul style="list-style-type: none"> Using a graduated or calibrated scale (ruler, measuring cup, scale, etc.) to measure Understanding that the lines on a calibrated scale mark the beginning and end of a unit Measuring with a graduated scale is the same as repeating a unit (<i>inches, meters, pounds, minutes...</i>) 	(#4) Broken Ruler	PreK – 4	<ul style="list-style-type: none"> Making the connection between measuring and repeating units Inconsistency in measuring – may be able to 'read' a ruler, scale, etc. but lacks skills required to <i>actually</i> measure something (<i>e.g., cannot measure properly with a ruler, measuring cup, scale, etc.</i>) 'Forgetting' to line up the end of the ruler with the edge of the object being measured Understanding that the starting point is '0' meaning 'no units yet', and the mark at the end of the first unit means one unit has been measured, etc. Using a number line Labeling axes properly on graphs 	<ul style="list-style-type: none"> 2.MD.A.1 2.MD.B.6 3.MD.B.3

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Mass/Weight	<ul style="list-style-type: none"> • Directly comparing objects using multiple measureable attributes simultaneously • Using comparative language to describe and distinguish objects from one another 	(#5) Which Tin?	PreK – 4	<ul style="list-style-type: none"> • Identifying measureable attributes of objects or things (length, weight, capacity, etc). • Using attribute specific language (e.g., <i>tall, heavy</i>) • Using precise comparative vocabulary to describe specific attributes of objects (e.g., <i>taller or heavier vs bigger</i>) • Noticing more than one attribute at a time • Simultaneously using comparative language to describe multiple attributes (e.g. the tall, heavy, thin tin) • Directly comparing objects to make decisions about which has more or less of an attribute 	<ul style="list-style-type: none"> • K.MD.A.1 • 1.MD.A.1

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Mass/Weight	<ul style="list-style-type: none"> Ordering objects by different multiple measureable attributes may result in different orders Using comparative language to describe the order of objects 	(#6) Ordering Tins	PreK – 4	<ul style="list-style-type: none"> Identifying measureable attributes of objects or things (length, weight, capacity, etc). Using attribute specific language (e.g., <i>tall, heavy</i>) Using precise comparative vocabulary to describe specific attributes of objects (e.g., <i>taller or heavier vs bigger</i>) Noticing more than one attribute at a time Simultaneously using comparative language to describe multiple attributes (e.g. the tall, heavy, thin tin) Directly comparing objects to make decisions about which has more or less of an attribute Understanding that different attributes may lead to different orders of the same objects or things. 	<ul style="list-style-type: none"> K.MD.A.1 K.MD.A.2 1.MD.A.1

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Mass/Weight	<ul style="list-style-type: none"> • Directly comparing objects to order them based on a measureable attribute • Using comparative language to describe the order of objects 	(#7) Which Frog is Heaviest?	PreK – 4	<ul style="list-style-type: none"> • Identifying measureable attributes of objects or things (length, weight, capacity, etc). • Using attribute specific language (e.g., <i>tall, heavy</i>) • Using precise comparative vocabulary to describe specific attributes of objects (e.g., <i>taller or heavier vs bigger; heaviest, lightest</i>) • Directly comparing objects to make decisions about which has more or less of an attribute 	<ul style="list-style-type: none"> • K.MD.A.1 • K.MD.A.2 • 3.MD.A.2
Mass/Weight	<ul style="list-style-type: none"> • Comparing objects to order them based on a measureable attribute (weight) • Using a scale to measure weight • Using units (standard or non-standard) to compare weights • Using the same size unit to compare • Using part units 	(#8) How Heavy is this Frog?	PreK – 4	<ul style="list-style-type: none"> • Identifying measureable attributes of objects or things (length, weight, capacity, etc). • Using attribute specific language (e.g., <i>tall, heavy</i>) • Using precise comparative vocabulary to describe specific attributes of objects (e.g., <i>taller or heavier vs bigger</i>) • Comparing objects to make decisions about which has more or less of an attribute • Using part-units. • Using the same unit to compare attributes. 	<ul style="list-style-type: none"> • K.MD.A.1 • K.MD.A.2 • 3.MD.A.2 • 4MD.A.1

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Capacity/Liquid Volume	<ul style="list-style-type: none"> • Comparing capacity of containers • Direct comparison • Counting units to compare • Avoiding gaps and overlaps • Language of capacity 	(#10) Pour to Decide	PreK – 4	<ul style="list-style-type: none"> • Making the connection between repeating units and measuring • Inconsistency in measuring – may be able to 'read' a ruler, scale, etc. but lacks skills required to <i>actually</i> measure something (e.g., <i>cannot measure properly with a ruler, measuring cup, scale, etc.</i>) • Understanding why gaps and overlaps (spills or not filling containers completely and consistently) impact measurement accuracy • Realizing why they must use consistent units when making comparisons • Making decisions about which container holds more when given comparative measurements • Realizing or trusting that the number of units tells you 'how much' 	• K.MD.A.2

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General Math Concept	To assess these skills or concepts...	...Give this Diagnostic Task	In Grade Span Package/s	...But also for students, regardless of grade level, struggling with...	
Capacity/Liquid Volume	<ul style="list-style-type: none"> Using a graduated or calibrated scale (ruler, measuring cup, scale, etc.) to measure The lines on a calibrated scale mark the beginning and end of a unit Measuring with a graduated scale is the same as repeating a unit (<i>inches, meters, ounces, minutes...</i>) 	(#11) Make a Measuring Jug	PreK – 4	<ul style="list-style-type: none"> Making the connection between measuring and repeating units Inconsistency in measuring – may be able to 'read' a ruler, scale, etc. but lacks skills required to <i>actually</i> measure something (<i>e.g., cannot measure properly with a ruler, measuring cup, scale, etc.</i>) Understanding that the starting point is '0' meaning 'no units yet', and the mark at the end of the first unit means one unit has been measured, etc. 	<ul style="list-style-type: none"> 2.MD.A.1 2.MD.B.6 3.MD.B.3
Area	<ul style="list-style-type: none"> Understanding the concept of area Using units to measure area Awareness of impact of gaps and overlaps on accurate measuring Strategies for measuring area 	(#12) Leaf Task	PreK – 4 Grades 5 – 9	<ul style="list-style-type: none"> Making the connection between measuring and repeating units Utilizing strategies to find the area of irregular shapes Finding area when part units are involved Extending the idea of 'how many fit' to include not just whole units, but part units for irregular shapes, in order to avoid gaps/overlaps and incorrect measuring Consistently using the $l \times w$ formula correctly Understanding that a unit of area is a quantity and not a shape (<i>e.g., you cannot 'fit' 10 squares, each of which is 1-inch by 1-inch, into a circle with an area of 10 in²</i>) 	<ul style="list-style-type: none"> 3.MD.C.5 3.MD.C.5.A 3.MD.C.5.B 3.MD.C.6 4.MD.A.3

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Area	<ul style="list-style-type: none"> Understanding the concept of area Using units to measure and compare area Awareness of impact of gaps and overlaps on accurate measuring Strategies for measuring and comparing area 	(#13) Ice Cream Puddles	PreK-4 Grades 5 – 9	<ul style="list-style-type: none"> Making the connection between measuring and repeating units Utilizing strategies to find the area of irregular shapes Finding area when part units are involved Extending the idea of 'how many fit' to include not just whole units, but part units for irregular shapes, in order to avoid gaps/overlaps and incorrect measuring Consistently using the $l \times w$ formula correctly Comparing the area of multiple objects Understanding that a unit of area is a quantity and not a shape (e.g., you cannot 'fit' 10 squares, each of which is 1-inch by 1-inch, into a circle with an area of 10 in²) 	<ul style="list-style-type: none"> K.MD.A.2 3.MD.C.5 3.MD.C.5.A 3.MD.C.5.B 3.MD.C.6 4.MD.A.3
Area	<ul style="list-style-type: none"> Finding area using the $l \times w$ formula Connection between arrays and the $l \times w$ formula Finding the area of irregular shapes 	(#15) What is the Area? 1 & 2	PreK – 4 Grades 5 – 9	<ul style="list-style-type: none"> Finding the area of irregular shapes Consistently using the $l \times w$ formula correctly Utilizing strategies to find area 	<ul style="list-style-type: none"> 3.MD.C.5 3.MD.C.5.A 3.MD.C.5.B 3.MD.C.6 3.MD.C.7.A 3.MD.C.7.B 3.MD.C.7.C 3.MD.C.7.D 4.MD.A.3 7.G.B.6

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Volume	<ul style="list-style-type: none"> Understanding volume Comparing volume Strategies for measuring volume Language of volume 	(#16) Which Lunch Box Holds More?	Grades 5 – 9	<ul style="list-style-type: none"> Choosing appropriate unit to measure volume Understanding the concept of volume Using units to measure volume Comparing objects based on volume Strategies beyond 'how many fit' to determine volume 	<ul style="list-style-type: none"> K.MD.A.1 K.MD.A.2 5.MD.C.3 5.MD.C.3.A 5.MD.C.3.B 5.MD.C.4 5.MD.C.5 5.MD.C.5.A 5.MD.C.5.B 5.MD.C.5.C 7.G.B.6
Volume	<ul style="list-style-type: none"> Understanding volume Comparing volume Strategies for measuring volume Language of volume The relationship between milliliters and cubic centimeters 	(#17) Which Has More Volume?	PreK - 4 Grades 5 – 9	<ul style="list-style-type: none"> Choosing appropriate unit to measure volume Understanding the concept of volume Using units to measure volume Comparing objects based on volume Strategies beyond 'how many fit' to determine volume The relationship between milliliters and cubic centimeters 	<ul style="list-style-type: none"> K.MD.A.1 K.MD.A.2 3.MD.A.2 4.MD.A.1 5.MD.C.3 5.MD.C.3.A 5.MD.C.3.B 5.MD.C.4 5.MD.C.5 5.MD.C.5.A 5.MD.C.5.B 5.MD.C.5.C 7.G.B.6

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Volume	<ul style="list-style-type: none"> Understanding volume Using 3-dimensional arrays to solve for volume Strategies for measuring volume Language of volume 	(#18) Block Towers	Grades 5 – 9	<ul style="list-style-type: none"> Understanding the concept of volume Using units to measure volume Strategies beyond 'how many fit' to determine volume 	<ul style="list-style-type: none"> K.MD.A.1 K.MD.A.2 5.MD.C.3 5.MD.C.3.A 5.MD.C.3.B 5.MD.C.4 5.MD.C.5 5.MD.C.5.A 5.MD.C.5.B 5.MD.C.5.C 7.G.B.6
Volume	<ul style="list-style-type: none"> Using arrays and/or the $l \times w \times h$ formula to solve for volume of 2-D representations of prisms composed of whole units Language of volume 	(#19) Volume of Prisms (1)	Grades 5 – 9	<ul style="list-style-type: none"> Understanding the concept of volume Strategies beyond 'how many fit' to determine volume Calculating volume of regular and irregular 2-D figures 	<ul style="list-style-type: none"> K.MD.A.1 K.MD.A.2 5.MD.C.3 5.MD.C.3.A 5.MD.C.3.B 5.MD.C.4 5.MD.C.5 5.MD.C.5.A 5.MD.C.5.B 5.MD.C.5.C

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Volume	<ul style="list-style-type: none"> Using the $l \times w \times h$ formula to solve for volume of 2-D representations of prisms composed of whole and part (fractional) units Language of volume 	(#20) Volume of Prisms (2)	Grades 5 – 9	<ul style="list-style-type: none"> Understanding the concept of volume Comparing figures based on volume Strategies beyond 'how many fit' to determine volume Calculating volume of 2-D figures with fractional side lengths 	<ul style="list-style-type: none"> K.MD.A.1 K.MD.A.2 5.MD.C.3 5.MD.C.3.A 5.MD.C.3.B 5.MD.C.4 5.MD.C.5 5.MD.C.5.A 5.MD.C.5.B 5.MD.C.5.C 6.G.A.2 7.G.B.6