

Indicator 1a

The instructional material **assesses** the grade-level content **and, if applicable**, content from earlier grades. Content from future grades may be introduced but students should not be held accountable on assessments for future expectations.

The instructional materials reviewed for Grade 5 meet the expectations for focus within assessment. Overall, the instructional materials do not assess content from future grades within the summative assessment sections of each unit.

The program allows for a Beginning-of-Year, Mid-Year, End-of-Year, and Unit Assessments which assess the Grade 5 standards. There are also eight unit assessments/progress checks. The unit assessments/progress checks have portions for Self Assessment, Unit Assessment, Open Response Assessment (odd numbered units), Cumulative Assessment (even numbered units), and a Challenge. These assessments can be found in the Assessment Handbook. The Individual Profile of Progress for tracking and class progress are present in both paper (pages 113-124 in the Assessment Handbook) and digital formats. Most lessons have an Assessment Check-in that can be used as either formative or summative assessment as stated in the implementation guide.

Assessment Check-Ins are part of most lessons and mostly assess grade level content. For example, in the teacher guide on page 64, lesson 1-8, the Assessment Check-In focused on 5.MD.3, 5.MD.3.B, and 5.MD.4, volume, and gives additional questions for the students who excel.

All unit assessment items are on Grade 5 level. There are no scoring rubrics provided for the educators; however, all assessments do provide answer keys. One exception is question 14 on the Unit 6 Assessment (page 55 of the Assessment Handbook). The context of the problem is not Grade 5 appropriate. It asks students to calculate the volume of a house. This problem could be either removed or the context changed without affecting the course for students.

EARNED **2 of 2** POINTS