



---

**Department of Public Instruction**

600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440

(701) 328-2260 Fax - (701) 328-2461

<http://www.dpi.state.nd.us>

Dr. Wayne G. Sanstead  
State Superintendent

# **Title 1 and Special Education Conference**

## **SUCCESS IN ASSESSMENT**

Connie Kudrna

Assistant Director, Standards and Achievement  
ND Department of Public Instruction

**Success in Assessment**

---

---

---

---

---

---

---

---

**Instruction aligned to standards**

**Formative assessment**

**Reading/Writing/Mathematics  
Inclusion**

---

---

---

---

---

---

---

---

**Instructional Alignment**

**Standards are the curriculum**

**Standards checklist by Ryan  
Townsent, Superintendent, Divide  
County Schools**

---

---

---

---

---

---

---

---





**Interim Formative Assessment**

- Monthly? Quarterly? Semi-annually?
- Teacher-generated
- Data Analysis
- LinkIt!

[www.linkit.com](http://www.linkit.com)

212-242-5065 x 152

Joshua Powe, President

---

---

---

---

---

---

---

---

**Reading/Writing/Mathematics  
Inclusion**

- School-wide responsibility for proficiency
- Supplement curriculum
- Show and share
- Climate of shared responsibility, collegiality, communication and collaboration

---

---

---

---

---

---

---

---

**Connie Kudrna**  
Department of Public Instruction  
Assistant Director, Standards and  
Achievement  
701-328-2755  
[ckudrna@nd.gov](mailto:ckudrna@nd.gov)

---

---

---

---

---

---

---

---

# Standard 1: Number and Operation

Standard 1: Students understand and use basic and advanced concepts of number and number systems..	BRIEFLY EXPLAIN YOUR METHODS	
Benchmark Expectations	DESCRIPTION OF METHODS AND DATE	METHOD OF ASSESSMENT
<p><b>Grade 6</b></p> <p><b>NUMBERS, NUMBER RELATIONSHIPS, AND NUMBER SYSTEMS</b></p> <p>6.1.1. <input type="checkbox"/> Use a fraction to represent parts of a whole, division, or a ratio</p> <p>6.1.2. <input type="checkbox"/> Explain and use whole number percents 1 to 100</p> <p>6.1.3. <input type="checkbox"/> Find the equivalent forms among fractions, decimals, and whole number percents</p> <p>6.1.4. <input type="checkbox"/> Compare and order fractions, decimals, mixed numbers and integers</p> <p>6.1.5. <input type="checkbox"/> Generate a list of factors, prime factors, and multiples</p> <p>6.1.6. <input type="checkbox"/> Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10</p> <p><b>OPERATIONS AND THEIR PROPERTIES</b></p> <p>6.1.7. <input type="checkbox"/> Explain the effects of arithmetic operations on fractions and decimals</p> <p>6.1.8. <input type="checkbox"/> Identify the uses of the commutative and associative properties of addition and multiplication; e.g., grouping numbers to make addition or multiplication easier</p>		

**Standard 1: Students understand and use basic and advanced concepts of number and number systems..**

BENCHMARK EXPECTATIONS	BRIEFLY EXPLAIN YOUR METHODS	METHOD OF ASSESSMENT
	DESCRIPTION OF METHODS AND DATE	
<p><b>Benchmark Expectations</b></p> <p>6.1.9. <input type="checkbox"/> Use order of operations; i.e., multiplication, division, addition and subtraction, to simplify numeric expressions</p> <p><b>COMPUTATIONAL FLUENCY AND ESTIMATION</b></p> <p>6.1.10. <input type="checkbox"/> Multiply and divide decimals</p> <p>6.1.11. <input type="checkbox"/> Add, subtract, multiply, and divide fractions</p> <p>6.1.12. <input type="checkbox"/> Express an exponent in standard form</p> <p>6.1.13. <input type="checkbox"/> Use problem solving strategies to solve and verify the results of problems</p> <p>6.1.14. <input type="checkbox"/> Estimate the results of problems involving whole numbers, fractions, and decimals</p>		

## Standard 2: Geometry and Spatial Sense

**Standard 2: Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.**

Benchmark Expectations	BRIEFLY EXPLAIN YOUR METHODS	METHOD OF ASSESSMENT
	DESCRIPTION OF METHODS AND DATE	
<p><b>Grade 6</b></p> <p><b>TWO- AND THREE-DIMENSIONAL SHAPES, GEOMETRIC PROPERTIES AND RELATIONSHIPS</b></p> <p>6.2.1. <input type="checkbox"/> Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary</p> <p>6.2.2. <input type="checkbox"/> Identify polygons; i.e., triangle, rectangle, square, rhombus, parallelogram, trapezoid, pentagon, hexagon, octagon</p> <p>6.2.3. <input type="checkbox"/> Describe the characteristics of a right triangle</p> <p><b>COORDINATE GEOMETRY</b></p> <p>6.2.4. <input type="checkbox"/> Use ordered pairs to locate a point on a coordinate plane</p> <p><b>TRANSFORMATION AND SYMMETRY</b></p> <p>6.2.5. <input type="checkbox"/> Identify, describe, and model motion geometry; i.e., rotations, reflections, and translations</p> <p><b>VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING</b></p>		

Standard 2: Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

Benchmark Expectations	BRIEFLY EXPLAIN YOUR METHODS	
	DESCRIPTION OF METHODS AND DATE	METHOD OF ASSESSMENT
6.2.6. <input type="checkbox"/> Draw basic geometric figures using appropriate tools; i.e., circle with a compass, triangle and rectangle with a ruler or straight edge		



## Standard 4: Measurement

Standard 4: Students use concepts and tools of measurement to describe and quantify the world...	
BENCHMARK EXPECTATIONS	BRIEFLY EXPLAIN YOUR METHODS
DESCRIPTION OF METHODS AND DATE	METHOD OF ASSESSMENT
<p><b>Grade 6</b></p> <p><b>MEASURABLE ATTRIBUTES, MEASUREMENT SYSTEMS AND UNITS</b></p> <p>6.4.1. <input type="checkbox"/> Measure length to the nearest sixteenth of an inch</p> <p>6.4.2. <input type="checkbox"/> Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?</p> <p>6.4.3. <input type="checkbox"/> Convert unit measurements within the same system (metric and standard)</p> <p>6.4.4. <input type="checkbox"/> Distinguish among perimeter, area, surface area, and volume</p> <p><b>MEASUREMENT TOOLS, TECHNIQUES, AND FORMULAS</b></p> <p>6.4.5. <input type="checkbox"/> Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume</p> <p>6.4.6. <input type="checkbox"/> Use formulas to determine the circumference and area of circles and the perimeter and area of triangles and parallelograms</p>	

**Standard 4: Students use concepts and tools of measurement to describe and quantify the world..**

Benchmark Expectations	BRIEFLY EXPLAIN YOUR METHODS	
	DESCRIPTION OF METHODS AND DATE	METHOD OF ASSESSMENT
6.4.7. <input type="checkbox"/> Use area formulas to determine the surface area of right prisms and square pyramids  6.4.8. <input type="checkbox"/> Use formulas to determine the volume of rectangular prisms		

## Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.		METHOD OF ASSESSMENT
BENCHMARK EXPECTATIONS	BRIEFLY EXPLAIN YOUR METHODS	METHOD OF ASSESSMENT
DESCRIPTION OF METHODS AND DATE	BRIEFLY EXPLAIN YOUR METHODS	METHOD OF ASSESSMENT
<p><b>Grade 6</b></p> <p><b>PATTERNS, RELATIONS, AND FUNCTIONS</b></p> <p>6.5.1. <input type="checkbox"/> Identify and describe patterns represented by tables, graphs, and sequences</p> <p><b>NUMERIC AND ALGEBRAIC REPRESENTATIONS</b></p> <p>6.5.2. <input type="checkbox"/> Use a variable to represent an unknown quantity</p> <p><b>MATHEMATICAL MODELING</b></p> <p>6.5.3. <input type="checkbox"/> Use representations to solve problems; i.e., tables and numerical sentences</p> <p><b>RATES OF CHANGE</b></p> <p>6.5.4. <input type="checkbox"/> Recognize examples of change over time; e.g., growth of a sixth grader from September to May</p>		

Test ????? Item Analysis

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Student 1			✓							✓					
Student 2						✓				✓					
Student 3	✓	✓	✓			✓					✓				✓
Student 4					✓										
Student 5			✓							✓		✓	✓		
Student 6														✓	✓
Student 7			✓						✓	✓					
Student 8				✓				✓		✓					
Student 9							✓								
Student 10			✓												
Student 11		✓						✓							✓
Student 12															
Student 13			✓												
Student 14			✓												
Student 15															
Student 16				✓						✓					✓
Student 17															
Student 18			✓							✓					✓
Student 19			✓												
Student 20	✓					✓				✓					✓
Student 21															✓
Student 22										✓					✓
Student 23			✓												
Student 24			✓												
Student 25				✓								✓			
STANDARD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X