

# Common Core Assessment Record Book

## RESOURCE GUIDE

### Language Arts Standards At a Glance

**Key Ideas and Details**  
**RL.2.1** Ask and answer such questions as who, what, when, where, why, and how or *descriptive* understanding of key details in a text.  
**RI.2.2** Analyze a text to determine its main ideas and supporting details, and determine their central message or theme.  
**RI.2.3** Describe how characters in a story respond to major events and challenges.  
**RI.2.4** Analyze how words and phrases shape a story's meaning in a story poem, or song.  
**RI.2.5** Analyze the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Craft and Structure**  
**CC.2.1** Analyze how an author uses words and phrases to convey meaning and create a specific effect, including analyzing the overall structure of a text, such as how paragraphs or scenes are organized in order to achieve a certain purpose.  
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**Range of Reading and Level of Text Complexity**  
**RF.2.1** Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with supporting evidence as needed at the high end of the range.  
**RF.2.2** Read and comprehend literary texts in the grades 2-3 text complexity band proficiently, with supporting evidence as needed at the high end of the range.  
**RF.2.3** Read and comprehend history/social studies texts in the grades 2-3 text complexity band proficiently, with supporting evidence as needed at the high end of the range.

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### Operations and Algebraic Thinking

**Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.**  
**4.OA.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

**Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.**  
**4.OA.B.1** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (2783 + 276)$  is three times as large as  $2783 + 276$ , without having to calculate the indicated sum or product.

**Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.**  
**4.OA.C.5** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, identify terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

### Standards Crosswalk

**Fourth Grade**  
**Operations and Algebraic Thinking**  
 Use the four operations with whole numbers to solve problems.  
 • Multiply or divide to solve word problems involving multiplicative comparison.  
 • Solve multistep word problems involving whole numbers using the four operations, including problems in which remainders must be shared.  
 • Represent multistep word problems using equations with a variable.  
 • Find factor pairs for a whole number in the range 1-100.  
 • Determine whether a given whole number is a multiple of each of its factors.  
 • Generate and analyze patterns.  
 • Generate a number or shape pattern that follows a given rule.

**Sixth Grade**  
**Expressions and Equations**  
 Apply and extend previous understandings of arithmetic to algebraic expressions.  
 • Read, write, and evaluate expressions involving whole-number exponents.  
 • Identify the parts of an expression: sum, term, product, factor, quotient, coefficient.  
 • Use the properties of operations to generate equivalent expressions.  
 • Identify equivalent expressions.  
 Reason about and solve one-variable equations and inequalities.  
 • Understand equations as stating the equality that makes them true.  
 • Use variables to solve real-world problems.  
 • Solve problems by writing and solving equations with positive rational numbers in the forms  $x + p = q$  and  $px = q$ .  
 • Understand inequalities as stating the inequality that makes them true.  
 • Write inequalities in the form  $x > c$  or  $x < c$  to represent problems.  
 • Represent solutions of inequalities on a number line.  
 Represent and analyze quantitative relationships between dependent and independent variables.  
 • Use variables to write equations representing dependent and independent variables.  
 • Understand the relationship between independent and dependent variables.

### Operations and Algebraic Thinking

4	2.OA.A.1	2.OA.A.2	2.OA.A.3	2.OA.A.4	2.OA.B.1	2.OA.B.2	2.OA.B.3	2.OA.B.4	2.OA.C.1	2.OA.C.2	2.OA.C.3	2.OA.C.4	2.OA.C.5
8													



Use the Common Core Assessment Record Book to simplify and streamline your classroom data tracking. It is also a great tool to facilitate lesson planning and support parent-teacher conferences.

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# The Common Core Assessment Record Book

The At-a-Glance standards pages at the front of the book place all of the Common Core standards at your fingertips for quick and easy reference.

The color of each section corresponds with the color of the record section of that anchor or domain later in the book.

### Math Standards At a Glance

<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>2.OA.A.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>Add and subtract within 20.</b></p> <p><b>2.OA.B.2</b> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p> <p><b>2.OA.C.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.</p> <p><b>2.OA.C.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 3 columns; write an equation to express the total as a sum of equal addends.</p>	<p><b>Reason with shapes and their attributes.</b></p> <p><b>2.G.A.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><b>2.G.A.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b>2.G.A.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	
<p><b>Understand place value.</b></p> <p><b>2.NBT.A.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 708 equals 7 hundreds, 0 tens, and 8 ones. Understand the following as special cases:</p> <p><b>2.NBT.A.1a</b> 100 can be thought of as a bundle of ten tens—called a “hundred.”</p> <p><b>2.NBT.A.1b</b> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p><b>2.NBT.A.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><b>2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>2.NBT.A.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p><b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>2.NBT.B.7</b> 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.</p> <p><b>2.NBT.B.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p><b>Measure and estimate lengths in standard units.</b></p> <p><b>2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.A.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.A.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>2.MD.A.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>Relate addition and subtraction to length.</b></p> <p><b>2.MD.B.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.</p> <p><b>2.MD.B.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p><b>Work with time and money.</b></p> <p><b>2.MD.C.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><b>2.MD.C.8</b> Solve word problems involving dollars, quarters, dimes, nickels, and pennies, using \$ and c symbols appropriately.</p> <p><b>Represent and interpret data.</b></p> <p><b>2.MD.D.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>2.MD.D.10</b> Draw a picture graph and a bar graph with single-unit scales to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>

Color-coded sections with prominent titles allow simple and straightforward access to each anchor and domain.

Individual math domains and English language arts anchors are presented in full.

Crosswalks for each anchor and domain present a complete picture of what students should already know and what they need to prepare for in the coming year.

### Number and Operations in Base Ten

**4.NBT.A.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.

**4.NBT.A.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**4.NBT.A.3** Use place value understanding to round multi-digit whole numbers to any place.

**4.NBT.A.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

**4.NBT.B.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

### Standards Crosswalk

**Third Grade**

**Number and Operations in Base Ten**

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- Round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000.
- Multiply one-digit whole numbers by multiples of 10 from 10–90.

**Fifth Grade**

**Number and Operations in Base Ten**

Understand the place value system.

- Understand that each place value is ten times larger than the place to the right, and one-tenth as large as the place to the left.
- Explain patterns in the number of zeros in a product when multiplying by a power of 10, and in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
- Use whole-number exponents to denote powers of 10.
- Read and write decimals to thousandths using base-ten numerals, words, and expanded form.
- Compare two decimals to thousandths using  $>$ ,  $=$ , and  $<$ .
- Round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- Fluently multiply multi-digit whole numbers.
- Find whole-number quotients by dividing up to four-digit dividends by two-digit divisors.
- Add, subtract, multiply, and divide decimals to the hundredths place.

Number and Operations—Fractions

Measurement and Data

Geometry

Reading: Literature

Reading: Informational Text



# Recording Systems

The record books allow for a variety of recording methods. Several options are detailed below so you may choose the recording system that works best for you. Each system may be matched to the rubric at the bottom of the page to simplify assessing a student's level.

- The **numbered rubric system** uses the numbers 0 or 1 through 4 to assess students on a sliding scale. Numbers at the lower end show the least proficiency, while a 4 means that a student is completely proficient at a skill.
- A **check mark system** uses different check marks to record proficiency. An X shows that students have had little to no success with the skill. A check minus, check, or check plus show increasing proficiency with the skill.
- A **lettered system** uses abbreviations to record assessments. From least to most proficient, a student may be assessed at NI (needs improvement), S (satisfactory), G (good), or E (excellent).
- A **lettered grading system** may be used if one is already in place for report cards. Students are graded with a letter from A to F, which often corresponds to a number grade on a 7- or 10-point scale from 0–100.
- A **numbered grading system** is common in the upper grades and may already be in use. Students are assigned a number grade from 0–100 that represents the percentage correct on an assessment or an average of several graded assignments.

0, 1, 2, 3, 4

X, ✓-, ✓+,

NI, S, G, E

F, D, C, B, A

0–100

Rubrics are often helpful to assess students' skills when many levels of understanding are possible. See below for a sample rubric to follow when assessing students' proficiency.

0	Even with help, the student doesn't understand.
1	The student is beginning to understand but is still unable to complete the task.
2	The student can complete the task with help.
3	The student can complete the task without help.
4	The student is able to explain his thinking and teach the skill to others.

# The Portfolio System

Student portfolios are a collection of student work. Portfolios are most useful if they include work spanning the entire year, although starting a portfolio system at any point in the year can be beneficial. They may include a variety of work and may be teacher-directed, student-directed, or a combination of both. Think about the purpose you would like student portfolios to serve, and let that guide your decisions throughout the implementation process.

A portfolio system can be extremely useful in the Common Core classroom because it gives a broader picture of a student's success or challenges with standards throughout the year. In conjunction with the Common Core Assessment Record Book, a portfolio can be beneficial in planning individual goals and interventions for students, and in engaging other staff and parents in the process.

A student portfolio system can be a valuable addition to an assessment program since it adds depth and meaning to the numbers or letters assigned to a student's proficiency. Some of the advantages of using a portfolio system include:

- It supports a teacher's assessment of a student's skill level.
- It allows administrators, parents, and support staff to better understand a student's skill level and decide on necessary interventions.
- It gives a detailed view of a student's progress over time.
- It can include a variety of documentation, such as work samples, anecdotal notes, and assessments.
- It gives students ownership over their goals and progress.

While implementing portfolio systems can seem overwhelming, here are several solutions and suggestions for beginning and maintaining one:

- Use pizza boxes, magazine holders, or three-ring binders to store portfolio work.
- To save space, consider keeping digital portfolios by scanning or taking photos of student work. Save the files to a folder designated for each student.
- Allow students to choose work to add to their portfolios.
- You may also choose to have students reflect on why they kept each piece of work. Make copies of reflection prompts such as *I enjoyed...*, *I struggled with...*, or *At first I..., then I...* Have students complete these and staple them to the pieces of work before adding them to the portfolios.
- Jot anecdotal evidence on self-stick notes as it occurs. At the end of each day or week, place the notes inside a file folder included in each student's portfolio.
- Include students in parent-teacher conferences by allowing them to guide their guardians through their work.

# Standard Record and Planning

Standard:					
Date	Lesson	Percent Meeting	Percent Not Meeting	Students Needing More Support	Additional Notes

# Student Self-Assessment

Standard	How I Did	How I Did	How I Did	How I Did
	Date:	Date:	Date:	Date:
	Date:	Date:	Date:	Date:
	Date:	Date:	Date:	Date:
	Date:	Date:	Date:	Date:
	Date:	Date:	Date:	Date:

# Student Self-Assessment Graph

Standard: \_\_\_\_\_

