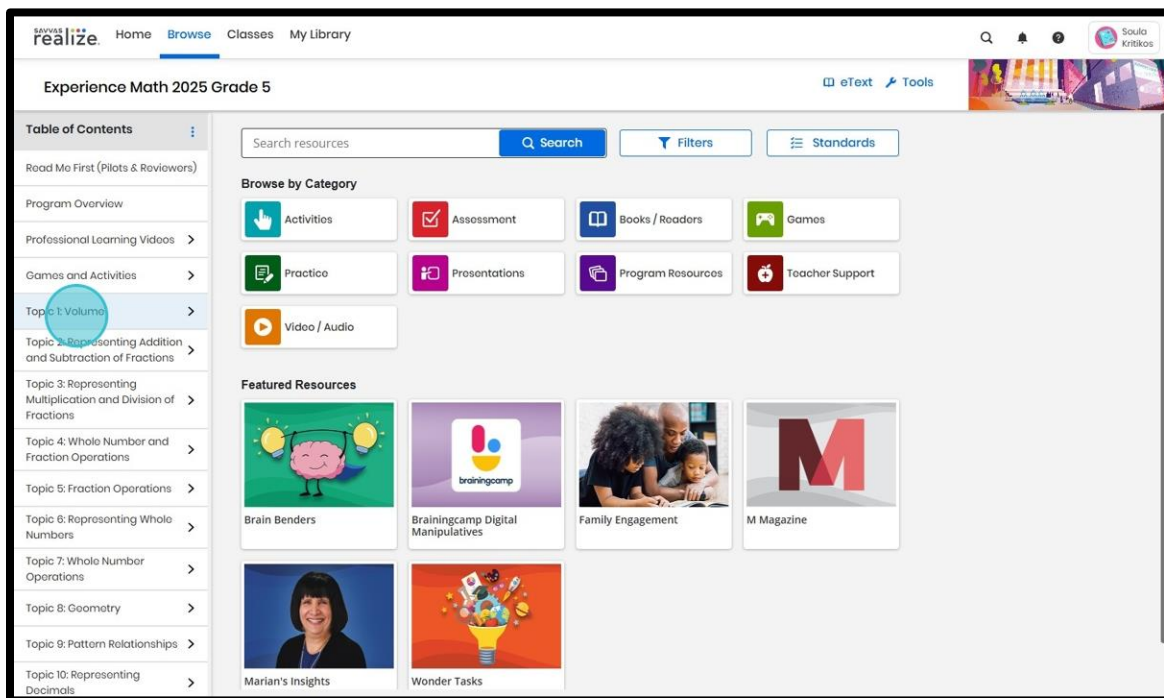


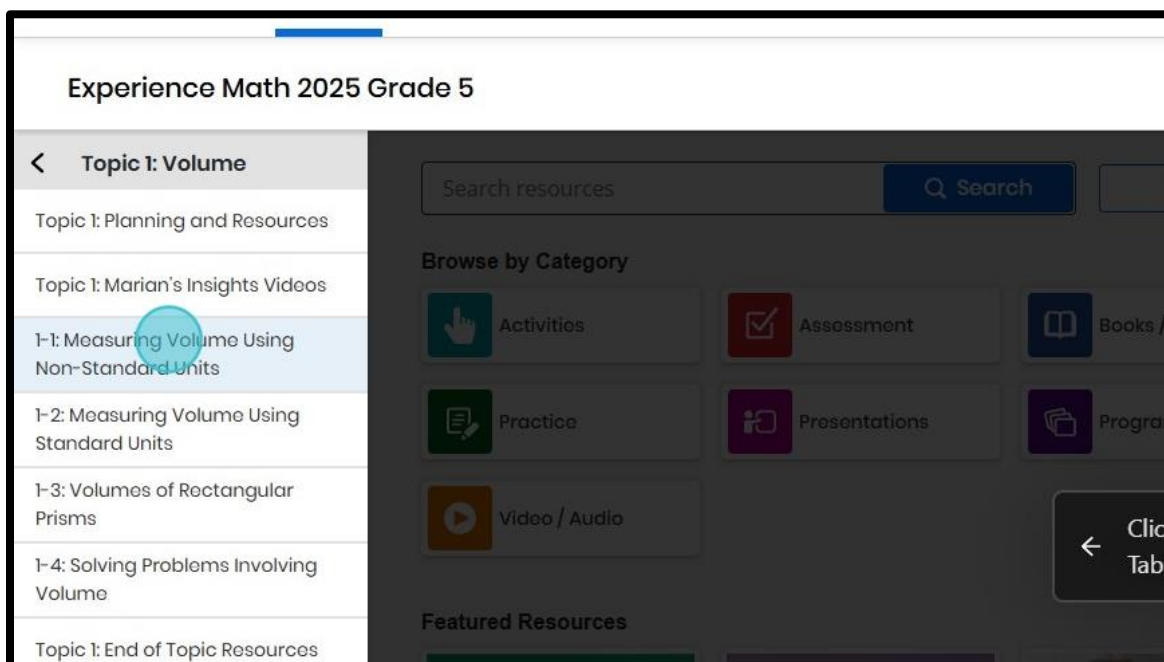
Assessment for/as/of Learning (Lesson Level)

Steps to Success:

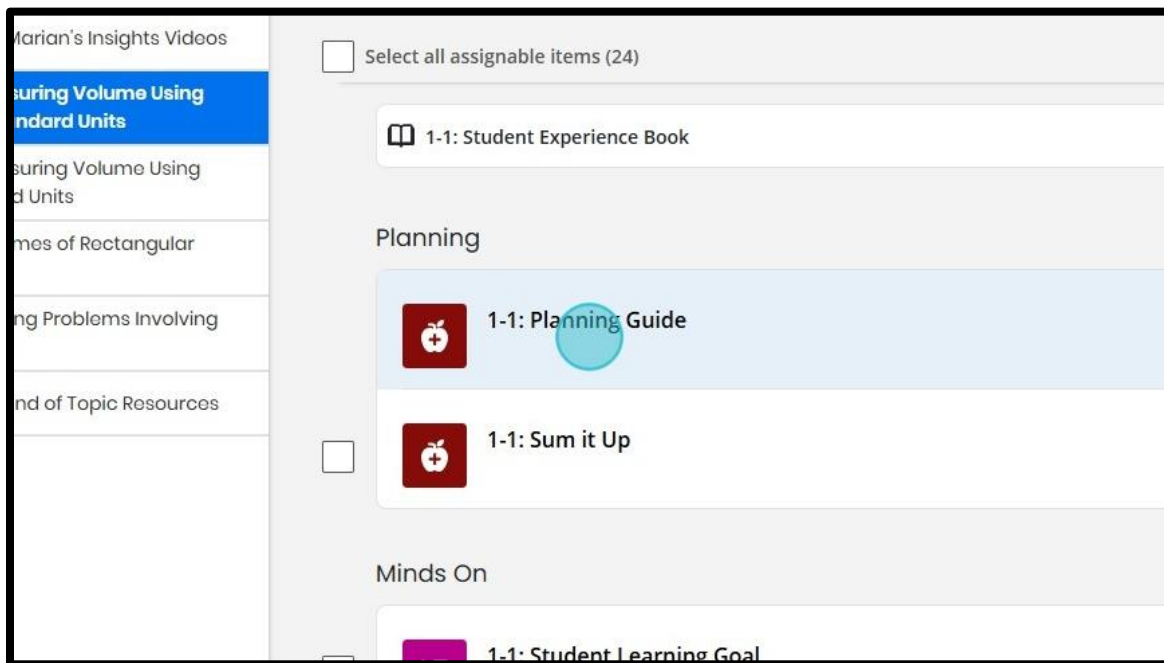
1. Navigate to your **Experience Math** dashboard. Click on your desired **Topic** in the Table of Contents.



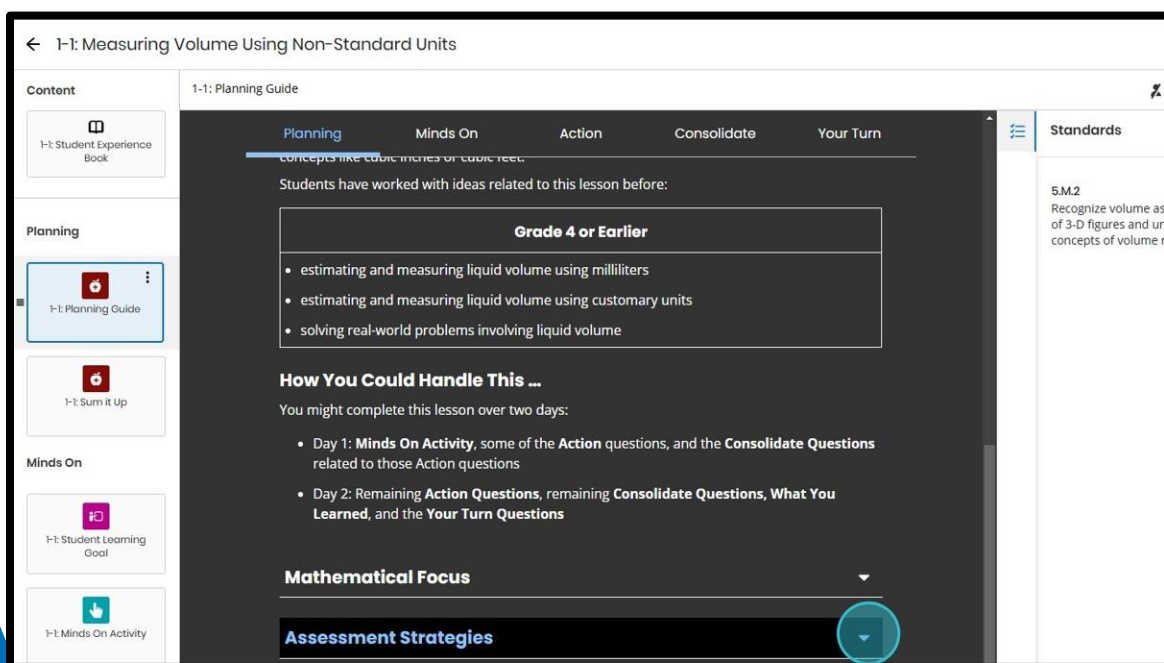
2. Click on your desired **Lesson** in the Table of Contents.



3. Click on the **Planning Guide**.



4. Scroll down to the bottom of the page. Click on **Assessment Strategies**.



5. Scroll down to view the **Assessment Strategies** overview chart for the current lesson.

To view the items listed in the chart, use the left side of the page to scroll to the desired item.

The screenshot shows a digital interface for lesson planning. On the left, a sidebar contains icons for '1-1 Success Criteria', '1-1 Links to Geometry', '1-1 Action Task', 'Consolidate' (with a thumbs up icon), '1-1 Consolidate Questions', '1-1 Exit Ticket', and '1-1 Online Exit Ticket (Autoscorable)'. The main area displays the 'Assessment Strategies' section, which is divided into 'Formative Assessment' and 'Summative Assessment'. The 'Formative Assessment' section includes 'Assessment for Learning' (Observing student recognition of volume) and 'Assessment as Learning' (Self-assessment opportunities). The 'Summative Assessment' section includes 'Assessment of Learning' (Mathematical ideas assessed in the 'Assessment of Learning' section). A 'Print' button is at the bottom left. A red arrow points to the 'Assessment Strategies' section, and another red arrow points to the 'Assessment of Learning' section.

Day 2: Remaining **Action Questions**, remaining **Consolidate Questions**, **What You Learned**, and the **Your Turn Questions**

Mathematical Focus

Assessment Strategies

Formative Assessment		Summative Assessment
Assessment for Learning Observe whether students can recognize that different looking objects can have the same volume.	Assessment as Learning Opportunities for self-assessment: <ul style="list-style-type: none">• Success Criteria• Consolidate discussion• Your Turn: What You Learned• Exit Ticket	Assessment of Learning The mathematical ideas developed in this lesson are assessed in the Assessment of Learning section.

Differentiation in This Lesson

5.M.2
Recognize volume as of 3-D figures and un concepts of volume r

6. Scroll to the top of the page. Click on **Consolidate**.

The screenshot shows the 'Consolidate' section of a lesson plan. The top navigation bar includes 'Planning', 'Minds On', 'Action', 'Consolidate' (highlighted with a red circle), and 'Your Turn'. The main content area is titled '1-1: Planning Guide' and includes sections for 'Grouping' (Pairs), 'Materials' (Linking cubes), 'In This Task ...' (Students build linking-cube structures. They then determine the volume of the structures linking cube as the unit of measurement.), and 'And the Point Is ...'. The left sidebar shows the 'Content' section with '1-1: Student Experience Book' and the 'Planning' section with '1-1: Planning Guide' (highlighted with a red circle) and '1-1: Sum it Up'.

← 1-1: Measuring Volume Using Non-Standard Units

Content

1-1: Student Experience Book

Planning

1-1: Planning Guide

1-1: Sum it Up

Minds On

1-1: Planning Guide

Planning Minds On Action **Consolidate** Your Turn

Action

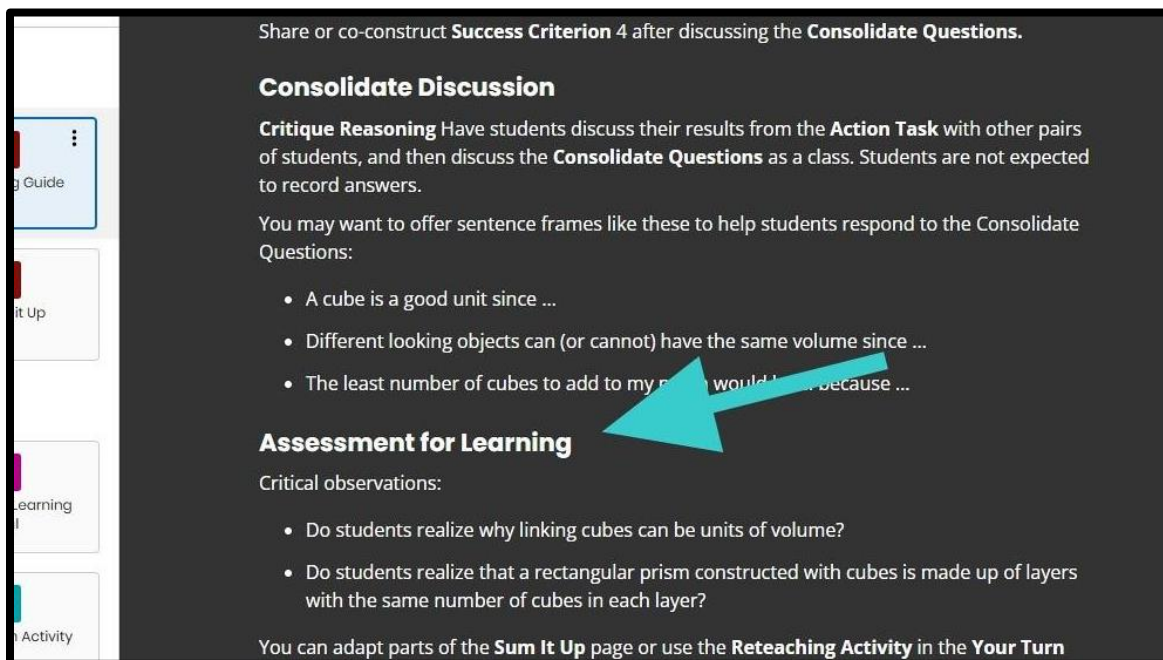
Grouping
Pairs

Materials
Linking cubes

In This Task ...
Students build linking-cube structures. They then determine the volume of the structures linking cube as the unit of measurement.

And the Point Is ...

7. Scroll down to the **Assessment for Learning** section to see the **Critical Observations** for the current lesson.



Share or co-construct **Success Criterion 4** after discussing the **Consolidate Questions**.

Consolidate Discussion

Critique Reasoning Have students discuss their results from the **Action Task** with other pairs of students, and then discuss the **Consolidate Questions** as a class. Students are not expected to record answers.

You may want to offer sentence frames like these to help students respond to the Consolidate Questions:

- A cube is a good unit since ...
- Different looking objects can (or cannot) have the same volume since ...
- The least number of cubes to add to my ... would be ... because ...

Assessment for Learning

Critical observations:

- Do students realize why linking cubes can be units of volume?
- Do students realize that a rectangular prism constructed with cubes is made up of layers with the same number of cubes in each layer?

You can adapt parts of the **Sum It Up** page or use the **Reteaching Activity** in the **Your Turn**

Tip! For more context and understanding in Assessment for/as/of Learning, see our [Assessment for/as/of Learning \(Program Level\) Guide](#).

For more general topic-level assessment information , see our [Assessment for/as/of Learning \(Topic Level\) Guide](#).

Thank you for viewing these Steps to Success! We hope you found this tutorial helpful. Be sure to check out [My Savvas Training](#) for more tutorials and tips.

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