

Mid-Point Math Check-ups 2009/2010

Mid-point check-ups have been developed by teams of teachers from across the school division to assess **basic facts, computation and problem solving skills** at each grade level (one to nine) at the mid-point of the school year.

Purpose:

The purpose of a division-wide mid-point check-up is to provide teachers with a **teacher-made** common assessment that can be discussed at the school level between grades and within PLC teams that have a math focus. These check-ups will provide a snapshot of where students are at the half-way point in the year in the three areas mentioned above. The professional discussion about the results and the sharing of successes and concerns are the key elements to the check-up.

Assessing these basic skills mid-way through the year allows time for re-emphasizing skills that are lacking and will give teachers opportunities to discuss with colleagues strategies for re-teaching and for effective opportunities for drill and practice.

Division-wide results will **not** be compiled. The results of these check-ups are for the teachers who are administering them. They will hopefully provide a common tool to generate discussion and professional dialogue around planning for the remainder of the school year. These check-ups should be administered in **January**. Principals will be asked to report the wider findings of the results as part of their annual Learning Improvement Plan. There is an attached document which teachers may find useful to lead discussion at the school level or within PLC groups.

The check-up is divided into three components: basic facts, computation and problem solving skills. As part of the assessment, teachers will engage in an interview portion of the assessment with each student. These check-ups will likely take 2 sittings. No time limit has been placed on the time students are allowed to take to complete the assessment. Some questions may be seen as a “post-test” assessment, while other questions may represent a “pre-test” for skills to be taught in the 2nd half of the year.

Note that all of the **interview questions** do not have to be done by all of the students. Teachers may choose how many students do each interview question.

Questions about the assessment can be directed towards Brian, Ron or any of the math catalyst teachers.

Thanks to the following teachers who assisted in developing the midpoint assessments:

Kristin Becotte, Crystal Dodds, Margot Sauer, Susan Hryszak, Jackie Preddy, Beryl Fisher, Amanda Pockrant, Brent Keen, Deb Pylot, Tyson Mutch, Dean Powell, Laurel Derenoski, Lambert Schwartzenberger, Amber Clark, David Pero, Jason Stein, Terry Dallyn, Cindy O’Donnell, Susan Plant, Wade Worman and Cindy McKerchar.

Grade 1 Midpoint Checkup

The following assessment is designed for teachers to check how competent their students are in number and computation at the $\frac{1}{2}$ way point of the year.

Prompts, or leads you provide are your choice to use—there is no script.

Feel free to use manipulatives that the students have been using in the classroom. You may also use language that is familiar to the students. (ex. When reading the question $4+4=8$, you may use “4 plus 4 is 8” or “the sum of 4 and 4 is 8” or “4 and 4 more makes 8.”)

The provided number cards and ten frames should be cut out prior to the test.

In the Teacher Section, each question has a reference to the Saskatchewan Education Curriculum Document.

N - Number Strand

Grade 1 Mid-Point Math Check-up

(Teacher Copy)

Name: _____

Paper/Pencil Section

(Feel free to use appropriate manipulatives in areas where you would normally use them.)

*Please read all instructions aloud for each set of questions.

Tell me what you thought! After each section, circle a happy or sad face.

If the question was easy, circle the smile!

If the question was hard, circle the frown!



Easy



Hard

1. Circle the number that is 1 more. Curr. N 1.8

4

5

8

10

11

15

4

12

18

19

10

9

7

10

8

2

13

12

19

14



Easy



Hard

2. Circle the number that is 1 less. Curr. N 1.8

5

4

9

2

8

3

12

7

12

14

11

9

19

13

18

20

10

11

9

8



Easy



Hard

3. Draw a picture to show the number 7. Curr. N 1.4



Easy



Hard

4. Draw 16 circles. **THEN** use the place value boxes to show how many tens and ones are in the number 16. Curr. N 1.4 and N 1.7

	<table><tr><td data-bbox="954 604 1122 877">Tens <input type="text"/></td><td data-bbox="1192 604 1359 877">Ones <input type="text"/></td></tr></table>	Tens <input type="text"/>	Ones <input type="text"/>
Tens <input type="text"/>	Ones <input type="text"/>		



Easy



Hard

5. Add the following. Curr. N 1.9

(Allow the students access to a manipulative if they require one)

$$6+2= \underline{\quad 8 \quad}$$

$$5+8= \underline{\quad 13 \quad}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 11 \\ + 6 \\ \hline 17 \end{array}$$



Easy



Hard

6. Subtract the following. Curr. N 1.9

(Allow the students access to a manipulative if they require one)

(Students are not required to regroup)

$$9-5=\underline{\quad 4 \quad}$$

$$6-4=\underline{\quad 2 \quad}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 15 \\ - 4 \\ \hline 11 \end{array}$$



Easy



Hard

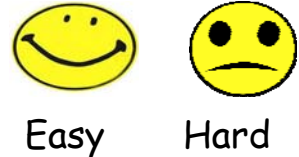
7. Problem Solving

Find the answer by drawing a picture, writing a number sentence, or using your own method.

(Read each of the following problems twice. After this point you may answer a student's specific questions.)

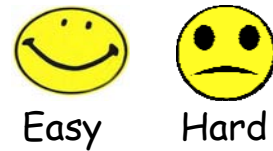
There were 7 lions playing at the zoo. 3 lions fell asleep. How many lions are still playing? **Curr. N 1.9**

4



You had 10 pencils in your pencil case, but you lost 5. How many pencils do you have left? **Curr. N 1.9**

5



6 students ordered chocolate milk today, but there were only 4 chocolate milks left. How many students didn't get chocolate milk today? **Curr. N 1.9**

2



Your cookie has 3 chocolate chips and mine has 8. How many chocolate chips do we have all together? **Curr. N 1.9**

11



Easy



Hard

There were 3 friends playing on the playground. 2 more friends came along and joined the game. Then 2 more friends came along and joined the game. How many people were playing all together?

Curr. N 1.9

7



Easy



Hard

Name _____

Please note that all interview questions do not need to be done with all children. A sampling of students for each interview may provide you with the information you require.

8. Interview Questions

Everything that has been italicized is meant to be said to the student.

Record the students responses in the space provided.

Ex. *Can you count these blocks for me?*

Student counted by ones with no difficulty.

Can you show me another way to count these?

Student hesitated for quite a while, then began to count them by twos.

Teacher - *We're going to do some counting. Let's get warmed up.*

a) *Count by 10's from 0 to 100.* **Curr. N 1.1**

Response:

Teacher - Place 20 counters in front of the student.

b) *Can you count these for me?* **Curr. N 1.1**

Response:

Flash 3

How did you know it was 3?

Response:

Flash 8

How did you know it was 8?

Response: