

MID-POINT MATH CHECK-UPS 2009

Mid-point check-ups have been developed by teams of teachers from across the school division to assess **basic fact, 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 at the March meetings.

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. Teacher 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.

NWS D Mid-Point Check Up GRADE 2

name _____ date _____

This assessment is meant to be completed in 2 sessions. You may choose to do the one-on-one student interviews while the class is completing the written part of the assessment, or at another time.

Instruct the students to put a smile in the circle after each part of the test to indicate whether or not it was 'easy' 😊 for them to complete or 'difficult' 😞 .

PART ONE – ORAL QUESTIONS

For oral questions, state question, give a 3 second pause and state question again with a 3 second pause.

ADDITION FACTS I

1. 9 (5+4)
2. 9 (7+2)
3. 8 (3+5)
4. 8 (1+7)
5. 8 (4+4)
6. 8 (2+6)
7. 10 (9+1)
8. 11 (6+5)
9. 11 (4+7)
10. 13 (11+2)

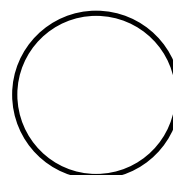
SUBTRACTION FACTS I

1. 0 (3-3)
2. 2 (4-2)
3. 6 (7-1)
4. 6 (6-0)
5. 2 (8-6)
6. 1 (6-5)
7. 7 (9-2)
8. 12 (13-1)
9. 5 (10-5)
10. 8 (12-4)

WRITING NUMERALS

1. 7 (7)
2. 12 (12)
3. 8 (8)
4. 2 (2)
5. 5 (5)

Students! What did you think about this section of the check-up?



PART TWO – COMPUTATION

You can use a 100 Chart or a Number Line to help you.

ADDITION

N2.2

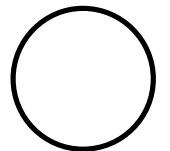
1. $\begin{array}{r} 4 \\ +8 \\ \hline 12 \end{array}$	2. $\begin{array}{r} 12 \\ +3 \\ \hline 15 \end{array}$	3. $\begin{array}{r} 14 \\ +7 \\ \hline 21 \end{array}$	4. $\begin{array}{r} 22 \\ +67 \\ \hline 89 \end{array}$	5. $\begin{array}{r} 53 \\ +27 \\ \hline 80 \end{array}$
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SUBTRACTION

N2.2

6. $\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$	7. $\begin{array}{r} 13 \\ -6 \\ \hline 7 \end{array}$	8. $\begin{array}{r} 68 \\ -34 \\ \hline 34 \end{array}$	9. $\begin{array}{r} 93 \\ +26 \\ \hline 119 \end{array}$
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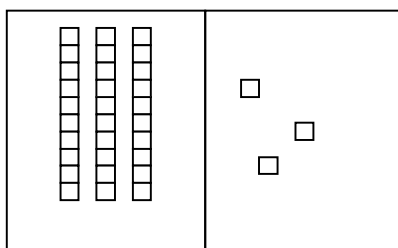
Students! What did you think about this section of the check-up?



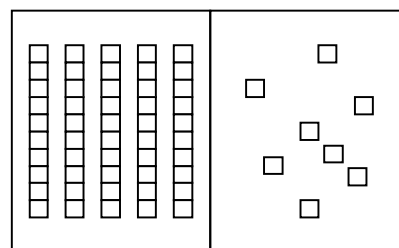
PART THREE – NUMBER SENSE

N2.1

1. Write the numbers on the Place Value Chart.

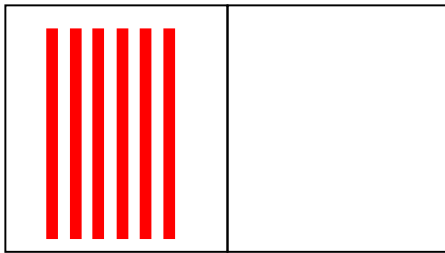


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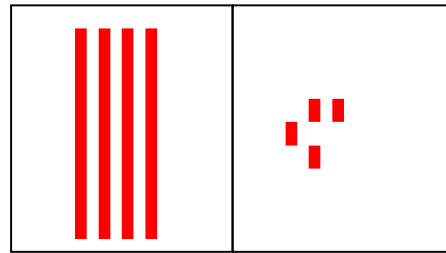


58

2. Look at the numerals. Draw tens and ones to match.

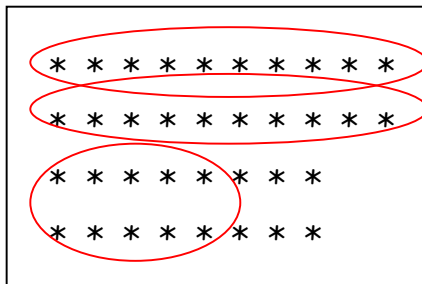


TENS	ONES
6	0

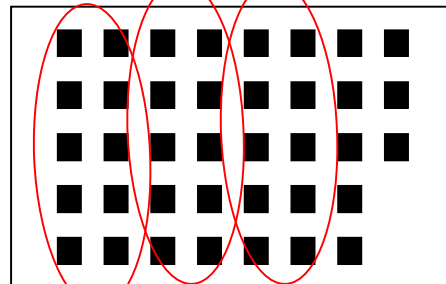


TENS	ONES
4	4

3. Circle groups of ten. Write the number.

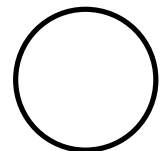


TENS	ONES
3	6



TENS	ONES
3	8

students! what did you think about this section of the check-up?



BEFORE AND AFTER NUMBERS

N2.1

4. Print a number that is one less than the number shown.

- a. 10 9 b. 8 7 c. 21 20

5. Print a number that is one more than the number shown.

- a. 19 20 b. 94 95 c. 33 34

PATTERNING

6. Finish the patterns.

4 6 8 10 12 14 16

40 50 60 70 80 90 100

50 45 40 35 30 25 20 15

48 46 44 42 40 38 36

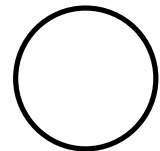
7. Circle the errors in these sequences.

N2.1

a. 14 16 18 20 23 24 26

b. 3 5 7 10 11 12 15

students! what did you think about this section of the check-up?



ODD AND EVEN NUMBERS

N2.1

8. Circle all the EVEN numbers.

1 2 3 4 5 16 17 18 19 20 25

9. Circle all the ODD numbers.

10 9 8 7 6 11 12 13 14 15 20

ORDERING NUMBERS

N2.1

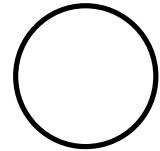
10. Put these numbers in order from least to greatest.

3 6 12 15 7 3 6 7 12 15

11. Put these numbers in order from greatest to least.

9 21 4 14 3 21 14 9 4 3

students! what did you think about this section of the check-up?




NUMBER WORDS

N2.1

12. Complete the chart by printing the number word or numeral. Draw a picture to show each number.

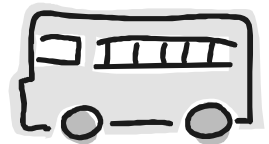
NUMBER WORD	NUMERAL	PICTURE
fifteen	15	answers will vary
ten	10	answers will vary
eight	8	answers will vary
twenty	20	

PART FOUR – PROBLEM SOLVING

1.  The grade 2 class was blowing up balloons for a party. They blew up 17 balloons. 4 balloons popped. How many balloons were left?

$$17 - 4 = 13$$

2. Carrie rides the bus to school each morning. She decided to count the vehicles along the way. She saw 5 vans, 4 trucks, 1 car and 3 SUV's. How many vehicles did Carrie see altogether?



$$5 + 4 + 1 + 3 = 13$$

3. Taylor's mother gave him a bubblegum machine with 20 bubblegum pieces. Every day Taylor chewed 2 pieces of gum. How many days did it take Terry to empty the machine?



10 days

strategies will vary

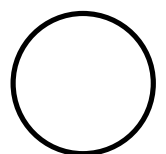
4. During their visit to a farm, the grade 2 class saw 4 cows, 3 pigs and 4 chickens. How many legs altogether were on the animals they saw at the farm?



36 legs

strategies will vary

Students! What did you think about this section of the check-up?



5. Create and solve a word problem for these number sentences.

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

answers will vary

$$7-4=\underline{\quad}$$

answers will vary

PART FIVE – INTERVIEW

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

PATTERNING INTERVIEW

A. Complete the chart.

2	4	6	8	10
12	14	16	18	20
22	24	26	28	30
32	34	36	38	40
42	44	46	48	50

B. Describe all the patterns you see.

answers will vary

C. Choose one pattern. Use words, pictures, numbers or a calculator to show this pattern on your paper.

answers will vary

ADDITION STRATEGIES INTERVIEW

How could you solve each of these addition questions without paper and pencil?

$3+4=$	(double+1)
$5+7=$	(double+2)
$7+6=$	(double-1)
$6+8=$	(doubles 7+7)
$8+4=$	('make 10' ie. $8+2=10$ plus 2 more makes 12)

SUBTRACTION STRATEGIES INTERVIEW

How could you solve each of these subtraction questions without paper and pencil?

$10-4=$	(think addition: 4 plus what makes 10?)
$12-8=$	(make 10 ie. $8+2=10$, plus 2=12, answer 4)
$12-5=$	($5+5=10$; answer=7)
$15-7=$	($7+7=14$; answer=8)

NUMBERS TO 50 INTERVIEW

You will need Base Ten materials, dimes and pennies, counters and a pencil. The BOLD writing below is the teacher script.

*Place the two-digit number cards face down in a row.
(24, 31, 42, 13, 23, 32)*

Turn over the 4th card. What's the number?
Show me how you can build this number with tens and ones.
Show me how you can build it with dimes and pennies.
Why do you have [3] tens in both models?
What part of [32] tells you that it has [3] tens?
What part tells you how many extra ones there are?

Show the card that has the same digits in reverse order (e.g., if the student picked 32 the first time, show 23).

How is this number different from the number you built before?

Provide counters on a table.

Use both of your hands to scoop up some counters.
How many do you think you have?
What could you use to help you make your estimate?
How could you check your estimate?

Allow time for the student to group and count the counters. (Note whether the student groups the counters for counting.) You might stop the student partway through to see if she or he wants to refine the estimate.

Show me how to write this number.

OBSERVATIONS:

- uses ordinal numbers to *tenth*
- reads numbers to 50
- represents a given number using concrete materials
- represents a given number using dimes and pennies
- illustrates concretely that a given numeral consists of a certain number of tens and a certain number of ones
- explains why the value of a digit depends on its placement within a numeral
- estimates a given quantity by comparing it with a referent
- groups items in 2s, 5s, or 10s for counting

24

31

42

13

23

32