

Mid-Point Math Check-ups 2009/10

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.

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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 Three Mid-Point Math Check-up- teacher copy

Date of Assessment: _____

NOTE: This assessment is meant to be completed in 2 sessions. In addition, you may choose to do the interview 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 question if they thought the question was easy and or sad face if they thought the question was hard.

Tell us what you thought! After each question, circle the happy or sad face. If the question was easy, circle the smile! If the question was hard, circle the frown!



Easy



Hard

Part I - Oral Questions-*State question orally, give a 3 second pause and state question again with a 3 second pause.*

1. Oral Addition Facts

- a. 10 (5 + 5)
- b. 11 (2 + 9)
- c. 12 (5 + 7) (N3.2)
- d. 12 (8 + 4)
- e. 15 (6 + 9)

2. Oral Subtraction Facts

- a. 9 (13-4)
- b. 7 (12-5)
- c. 8 (16-8)
- d. 8 (17-9)
- e. 8 (15- 7)

3. Multiplication *Note: According to WNCPC Gr. 3 curriculum, it is not intended that students recall the basic facts but become familiar with strategies to mentally determine products. Therefore we have only included facts up to 5 x 5 and you may determine whether to include multiplication facts in your assessment.*

- a. 0 (0 x 5) b. 16 (4 x 4) c. 6 (2 x 3) (N3.3)
- d. 20 (4 x 5) e. 9 (3 x 3)

4. Orally Read Numerals *Read the number in bracket orally and student writes the numeral*

- a. _____ (28)
- b. _____ (430) (N3.1)
- c. _____ (603)

Part II -Number Sense:

1. Fill in the blanks to complete the pattern.

a. 9, 12, 15, _____, _____, _____, _____, _____ 18, 21, 24, 27, 30

b. 36, 32, 28, _____, _____, _____, _____, _____ 24, 20, 16, 12, 8 (P3.1)

c. 642, 652, 662, _____, _____, _____, _____, _____ 672, 682, 692, 702, 712

2. Representing numbers

a. Draw the base tens to show the value of this number.

(N3.1)

124

b. Write this number in words.

78 _____ seventy-eight (N3.1)

c. Write the numeral for this number.

Three hundred twenty-five _____ 325 (N3.1)

d. Fill in the blanks with the correct value for the numeral.

570 - _____ ones, 0

_____ tens, 7 (N3.1)

_____ hundreds 5

3. Comparing and Ordering Numbers

a. Using these digits 1, 3, 5 make up as many different 3 digit numerals as possible. There are 6 possible numbers.

135, 153, 315, 351, 513, 531 (N3.1)

b. Put the following numerals in order from least to greatest.

625, 841, 526, 631, 72

_____, _____, _____, _____, _____ 72, 526, 625, 631, 841 (N3.1)

PART III Computation

1. Addition

$$\begin{array}{r} \text{a. } 49 \\ +17 \\ \hline 66 \end{array}$$

$$\begin{array}{r} \text{b. } 548 \\ +11 \\ \hline 559 \end{array}$$

$$\begin{array}{r} \text{c. } 376 \\ +254 \\ \hline 630 \end{array}$$

(N3.2)

d. _____ + 7 = 15 8

2. Subtraction

$$\begin{array}{r} \text{a. } 71 \\ -37 \\ \hline 34 \end{array}$$

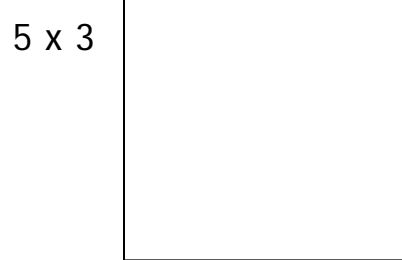
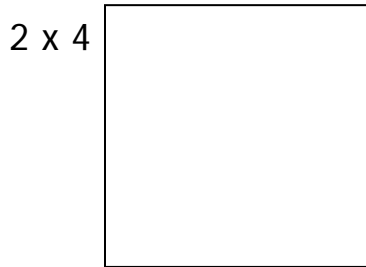
$$\begin{array}{r} \text{b. } 607 \\ -121 \\ \hline 586 \end{array}$$

$$\begin{array}{r} \text{c. } 550 \\ -273 \\ \hline 278 \end{array}$$

(N3.2)

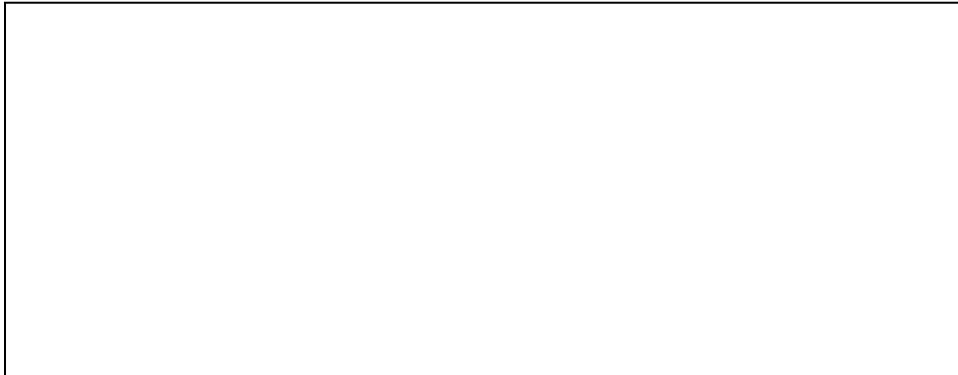
d. 17 - _____ = 9 8

3. Multiplication- Draw pictures to show the following multiplication equations:



(N3.3)

4. Division – Draw a picture to show 9 balloons being shared equally among 3 children.



Part IV Problem Solving

1. Write your own word problem for this equation. (P3.2)

$$16 - 8 =$$

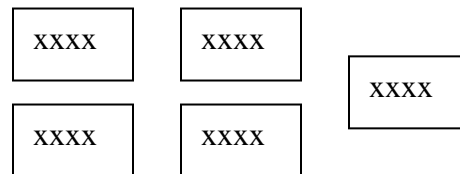
2. George has 9 cars. Tom has 16 cars. Pete has 7 cars. How many cars do they have all together? What strategy did you use?

$9 + 16 + 7 = 32$ They have 32 cars altogether. (P3.2)

3. 20 people go out for lunch. The café only has tables that seat 4 people. How many tables will be filled. Draw a picture to show how you solved the problem. What strategy did you use?

For example:

Picture shows 5 tables with 4 at each table



There will be 5 tables filled. (P3.2)

4. Johnny got \$4.00 a week for an allowance. How much will he make in 4 weeks? Complete the chart to show his savings.

Week	Dollar
1	\$4.00
2	\$8.00 or \$4.00
3	\$12.00 or \$4.00
4	\$16.00 or \$4.00

(P3.2)

Total Amount \$16.00

What strategy did you use?

5. Using dimes, nickels and pennies draw 3 different ways to show 25 cents. What strategy did you use?

possible solutions- 5 pennies, 2 nickles, 1 dime; 25 pennies; 2 dimes and a nickel; 1 dime 15 pennies; 10 pennies, 1 nickle, 1 dime

(P3.2)

6. There are 52 frogs in a pond. 28 frogs hopped away. Estimate how many are left?

52 is about _____. 28 is about _____.

There are about _____ left.

What strategy did you use?

(P3.2)

Part V. Interview- Teacher may choose to have all students do all of the sections or select students could specific sections (depending on your assessment purpose).

1. Money/Skip Counting

Materials- nickels, dimes and quarters, loonies

Have 10 coins of each denomination. Student should orally skip counts to state the value of the coins.

Evaluative Comments-

(N3.1)

2. Estimation- using 10 as a referent (known quantity)

Materials – bundle of 10 Popsicle sticks, another bunch of popsicle sticks, not bundled, approximately 100.

Show student bundle of ten and then ask them to estimate the larger amount (without counting).

Evaluation should include not only close proximity to the actual amount but also if they use the referent (bundle of ten).

Evaluative Comments-

(N3.1)

3. Addition and Subtraction with regrouping using Manipulatives

Using manipulatives such as base ten, Popsicle sticks, linking cubes, etc. Students demonstrate how they can add and subtract 2 digit numbers with regrouping.

a. $46 + 17 =$

b. $72 - 54 =$

Evaluative Comments-

(N3.1)