

PENNSYLVANIA - ASSESSING PROGRESS

GRADES 3 - 5

To assess progress, collect books and tally the number of incorrect answers using the chart provided.

NOTE: All questions do not carry the same weight when percentages are calculated. Calculations of percentages for each strand will depend on the number of questions covered in that particular strand.

| MATH MADNESS 1 - 10 | | | | | | |
|---------------------|---------------------------------------|---|---|---------------|--------------------------------|---|
| STUDENT'S Name | NUMBER AND OPERATIONS - Base TEN (#1) | NUMBER AND OPERATIONS - FRACTIONS (#2 & #3) | OPERATIONS AND ALGEBRAIC THINKING (#4 & #5) | GEOMETRY (#6) | MEASUREMENT AND DATA (#7 & #8) | OPEN-ENDED QUESTION Review OF ALL STANDARDS/STRANDS (#9 / 10) |
| DONALD | | | | | | |
| DAFFY | | | | | | |
| DAISY | | | | | | |
| MINNIE | | | | | | |
| PIGLET | | — | | | | |

Next, use these tally marks to determine the percentage of correct answers.

EXAMPLE: Daisy missed 5 out of 20 questions in column 1. Since there are 10 Number and Operations – Base Ten questions in lessons 1-10 (1 questions per lesson), Daisy's score is 50% in this strand. Additionally, Daisy missed 3 out of 10 questions in column 5. Since there are 20 Measurement and Data questions in lessons 1-10 (2 question per lesson), Daisy's score is 85% in this strand.

| MATH MADNESS 1 - 10 | | | | | | |
|---------------------|---------------------------------------|---|---|---------------|--------------------------------|---|
| STUDENT'S Name | NUMBER AND OPERATIONS - Base TEN (#1) | NUMBER AND OPERATIONS - FRACTIONS (#2 & #3) | OPERATIONS AND ALGEBRAIC THINKING (#4 & #5) | GEOMETRY (#6) | MEASUREMENT AND DATA (#7 & #8) | OPEN-ENDED QUESTION Review OF ALL STANDARDS/STRANDS (#9 / 10) |
| DONALD | 70% | 90% | 75% | 90% | 95% | 90% |
| DAFFY | 80% | 85% | 60% | 80% | 90% | 85% |
| DAISY | 50% | 55% | 65% | 60% | 85% | 75% |
| MINNIE | 80% | 75% | 80% | 90% | 85% | 95% |
| PIGLET | 90% | 100% | 70% | 80% | 95% | 90% |

The resulting data can then be used to guide further instruction and grouping for remediation.

EXAMPLE: The above data shows that Daisy is struggling in all math strands and would benefit from individual remediation. The data also highlights a class wide weakness in Operations and Algebraic Thinking and the need for additional small group or whole class remediation/instruction.

| Scoring Guide for Open-Ended Questions | |
|--|--|
| Score | Description |
| 2 | Student gives the correct answer, with work shown or explanation given |
| 1 | Student gives the correct answer, but provides no work or explanation OR Work or explanation shows correct thinking/problem-solving strategy, but there is a computation error |
| 0 | Response is incorrect and work shown or explanation given is incomplete or incorrect |