

NORTH CAROLINA – ASSESSING PROGRESS

GRADE 4

To assess progress collect student 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 domain will depend on the number of questions covered in that particular domain.

MATH MADNESS 1 – 10					
STUDENT'S Name	OPERATIONS AND ALGEBRAIC THINKING (#1)	NUMBER AND OPERATIONS IN Base TEN (#2 & #3)	NUMBER AND OPERATIONS - FRACTIONS (#4 & #5)	MEASUREMENT AND DATA; GEOMETRY (#6, #7 & #8)	OPEN-ENDED QUESTION Review OF ALL DOMAINS/STANDARDS (#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 10 questions in column 1. Since there are 10 Operations and Algebraic Thinking questions in lessons 1-10 (1 question per lesson), Daisy's score is 50% in this domain. Additionally, Daisy missed 6 out of 20 questions in column 2. Since there are 20 Number and Operations in Base Ten questions in lessons 1-10 (2 questions per lesson), Daisy's score is 70% in this domain.

MATH MADNESS 1 – 10					
STUDENT'S Name	OPERATIONS AND ALGEBRAIC THINKING (#1)	NUMBER AND OPERATIONS IN Base TEN (#2 & #3)	NUMBER AND OPERATIONS - FRACTIONS (#4 & #5)	MEASUREMENT AND DATA; GEOMETRY (#6, #7 & #8)	OPEN-ENDED QUESTION Review OF ALL DOMAINS/STANDARDS (#9 / #10)
DONALD	90%	90%	75%	80%	95%
DAFFY	80%	95%	60%	77%	90%
DAISY	50%	70%	65%	70%	60%
MINNIE	90%	90%	80%	83%	85%
PIGLET	80%	100%	70%	87%	95%

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 domains and would benefit from individual remediation. The data also highlights a class wide weakness in Number and Operations – Fractions 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