

# NORTH CAROLINA – ASSESSING PROGRESS

## GRADE 5

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.

<b>MATH MADNESS 1 – 10</b>					
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.

<b>MATH MADNESS 1 – 10</b>					
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	<b>90%</b>	<b>90%</b>	<b>75%</b>	<b>80%</b>	<b>95%</b>
DAFFY	<b>80%</b>	<b>95%</b>	<b>60%</b>	<b>77%</b>	<b>90%</b>
DAISY	<b>50%</b>	<b>70%</b>	<b>65%</b>	<b>70%</b>	<b>60%</b>
MINNIE	<b>90%</b>	<b>90%</b>	<b>80%</b>	<b>83%</b>	<b>85%</b>
PIGLET	<b>80%</b>	<b>100%</b>	<b>70%</b>	<b>87%</b>	<b>95%</b>

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.

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