



Since *Quickcheck Math* was developed specifically for the Ontario Mathematics Curriculum, its uses should be guided by the Ontario Mathematics Curriculum documents, The Kindergarten Program or The Full-Day Early Learning-Kindergarten Program and the Guides to Effective Instruction in Mathematics produced by the Ontario Ministry of Education. Each of the five *Quickcheck Math* books contains content that is developed around one Overall Expectation per strand from the Ontario Mathematics Curriculum. Ontario primary teachers have found a variety of effective ways to use *Quickcheck Math* within this context. Several are summarized here.

### **Linking Assessment...**

*“Assessment is an ongoing awareness of students’ learning and their needs, rather than an occasional event in the program. Minute-by-minute observations of students, along with an understanding of how children learn, allow teachers to make valid decisions and judgments...”*

— Ontario Ministry of Education (2006).

*A Guide to Effective Instruction in Mathematics, Volume Four: Assessment and Home Connections, 3.*

- **Diagnostic Assessment:** Go to the inside cover of the book. Select a group of activities for students to complete and conference with them about what they are doing. Use this information to support your instructional plan and to guide your next steps.
- **Formative Assessment:** *Quickcheck Math* activities are sequential and clustered. The answer key at the bottom of each activity provides immediate feedback to students and teachers about progress.
- **Summative Assessment:** It is important to plan your units of study with the end in mind. Pre-select a *Quickcheck Math* activity for the purpose of summative assessment prior to your unit of study. Design your own summative task using a selected page as the stimulus (no need to use the answer key at the bottom of the activity).

### **... to Instruction**

*“Teaching that is responsive to students’ needs uses moment-by-moment assessment information to modify instruction as it is taking place.”*

— Ontario Ministry of Education (2006).

*A Guide to Effective Instruction in Mathematics, Volume Four: Assessment and Home Connections, 12.*

- **Before/Getting Started:** Based on the outcome of a previous lesson, select an activity that children can review to activate relevant prior knowledge for the new lesson.
- **During/At Work:** Use a selected series of activities for guided practice with a group of students who have the same instructional need.
- **After/Practice and Consolidation:** After completing one or more *Quickcheck Math* activity, students are asked to reflect on what they learned in their math journal. Select a series of activities for the purposes of further practice. This activity could be done at home or at school.

*Quickcheck Math* Tracking Sheets and Preamble concept inspired and developed by Maureen Baraniecki, Elementary Curriculum Coordinator, Hastings and Prince Edward District School Board.

# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Grade 1: Number Sense and Numeration

Circle: **D (Diagnostic Assessment)**, **F (Formative Assessment)** or **S (Summative Assessment)** depending on use.  
 Levels of Achievement: **B**eginning, **P**rogressing, **S**ophisticated

### OVERALL EXPECTATION: Solve problems involving the addition and subtraction of single-digit whole numbers using a variety of strategies

Compose and Decompose five Activities 1-3	Relate numbers to the anchor of five Activities 4-6	Compose and Decompose ten Activities 7-9	Relate numbers to the anchor of ten Activities 10-11	Solve addition problems of single digit whole numbers using a variety of strategies Activities 12-15	Solve subtraction problems of single digit whole numbers using a variety of strategies Activities 16-20	Add and subtract using money to ten cents Activities 21-24
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Student Name	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	Next Steps
																					IDEAS: ■ Additional practise required ■ Explicit Instruction: E.g. using number lines as a strategy. ■ Question to probe for deeper meaning: E.g. "Could you solve this problem in a different way? What is the same about these problems?"	

# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Grade 1: Measurement

Circle: **D (Diagnostic Assessment)**, **F (Formative Assessment)** or **S (Summative Assessment)** depending on use.  
Levels of Achievement: **B**eginning, **P**rogressing, **S**ophisticated

### OVERALL EXPECTATION: Compare, describe and order objects using attributes measured in non-standard units

Compare and order objects by the measurable attribute of length, height or width <b>Activities 1-8</b>	Compare and order objects by the measurable attribute of temperature or mass <b>Activities 9-11</b>	Compare and order objects by the measurable attribute of area or capacity <b>Activities 12-14</b>	Identify the relationship between the size of a unit and the number of units needed to measure an object <b>Activities 15-17</b>	Identify time to the hour and half hour on digital and analog clocks <b>Activities 18-24</b>
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Student Name	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	Next Steps
																IDEAS: ■ Re-teach capacity using suggestion in back of QUICKCHECK Book ■ Question to probe for appropriate comparative language use. E.g. "Which has the largest capacity? How do you know?" ■ "What must you do to measure something properly?"

# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Grade 1: Geometry and Spatial Sense

Circle: **D (Diagnostic Assessment)**, **F (Formative Assessment)** or **S (Summative Assessment)** depending on use.  
Levels of Achievement: **B**eginning, **P**rogressing, **S**ophisticated

### OVERALL EXPECTATION: Compose and decompose common two-dimensional shapes and three-dimensional figures

Sort and classify shapes by the attribute of size or shape <b>Activities 1-6</b>	Identify patterns, pictures and designs using shapes <b>Activities 7-12</b>	Identify shapes that compose larger shapes <b>Activities 13-18</b>	Identify and sort three-dimensional figures by size <b>Activities 19-22</b>	Identify and sort three-dimensional figures by shape and number of faces <b>Activity 23-24</b>
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Student Name	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	Next Steps
																IDEAS: ■ Re-teach basic shapes and their geometric properties: number and shape of sides. ■ Guided practice for students with the same instructional need: Use pattern blocks to find different ways to cover a hexagon. ■ Question to probe for deeper meaning: "How do you know what shape this is?"

# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Grade 1: Patterning and Algebra

Circle: **D (Diagnostic Assessment)**, **F (Formative Assessment)** or **S (Summative Assessment)** depending on use.  
 Levels of Achievement: **B**eginning, **P**rogressing, **S**ophisticated

### OVERALL EXPECTATION: Identify, describe, extend, and create repeating patterns

Identify and extend repeating geometric patterns using colour Activities 1-5	Extend repeating geometric patterns using shape Activities 6-8	Extend repeating patterns using size, thickness or orientation Activities 9-11	Identify and extend repeating patterns using numbers or numerals Activities 12-16	Identify a rule for a repeating pattern Activities 17-20	Identify representations of repeating patterns Activities 21-24
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Student Name	Identify and extend repeating geometric patterns using colour (Activities 1-5)			Extend repeating geometric patterns using shape (Activities 6-8)			Extend repeating patterns using size, thickness or orientation (Activities 9-11)			Identify and extend repeating patterns using numbers or numerals (Activities 12-16)			Identify a rule for a repeating pattern (Activities 17-20)			Identify representations of repeating patterns (Activities 21-24)			Next Steps	
	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S		
																				IDEAS: ■ Lesson extension: Practice identifying missing parts of repeating patterns with the third or fourth term missing. ■ Home connection activity ■ Questions that probe for deeper meaning: "How many different patterns can you create with the same objects? What are the pattern rules?"

# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Grade 1: Data Management and Probability

Circle: **D (Diagnostic Assessment)**, **F (Formative Assessment)** or **S (Summative Assessment)** depending on use.  
Levels of Achievement: **B**eginning, **P**rogressing, **S**ophisticated

### OVERALL EXPECTATION:

#### Read and describe primary data presented in concrete graphs and pictographs

Organize objects by sorting them using one attribute <b>Activities 1-4</b>	Organize objects by sorting them and then re-sort the same objects using a different attribute <b>Activities 5-11</b>	Understand that data can be organized and represented in pictographs and graphs <b>Activities 12-17</b>	Read and interpret data in pictographs and graphs <b>Activities 18-24</b>
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Student Name	D	F	S	D	F	S	D	F	S	D	F	S	Next Steps
													IDEAS: ■ Small group guided practice: Sorting and re-sorting the same group of objects. ■ Home activity: Have students collect data at home and organize findings using a T-chart and tally marks. ■ Question to probe for deeper meaning: "How did we create our graph? What does the data show?"