

# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Grade 3: 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:

**Read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10; solve problems involving the addition and subtraction of single and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.**

Represent, compose, and decompose numbers to 1000 Activities 1-5	Use a variety of tools and strategies to solve addition and subtraction problems of whole numbers Activities 6-9	Use a variety of tools and strategies to solve addition and subtraction problems involving money Activities 10-11	Represent multiplication in a variety of ways Activities 12-15	Represent division in a variety of ways Activities 16-19	Use a variety of tools and strategies to solve multiplication and division problems of whole numbers Activities 20-24
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Student Name	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	Next Steps
																			IDEAS: ■ Review: Composing and decomposing two and three-digit numbers using base ten blocks. ■ Guided instruction: Model problem-solving strategies using open number lines. ■ Question to probe for deeper meaning: "What strategy did you use to solve the problem? Show me and tell me."

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.