

ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



Grade 3: 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, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs; predict and investigate the frequency of a specific outcome in a simple probability experiment.

Sort and classify objects by two or more attributes simultaneously Activities 1-4	Organize data in tables and graphs Activities 5-6	Read and describe data in pictographs Activities 7-8	Organize, read, and describe data presented in charts, graphs, and line plots Activities 9-15	Interpret data presented in charts, tables, and graphs and describe the likelihood of events and outcome of simple games Activities 16-20	Understand and identify the mode of a set of data 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			Next Steps	
																				<p>IDEAS:</p> <ul style="list-style-type: none"> ■ Guided instruction: Use activity 17 to teach about probable outcomes. Have students create their own bags of coloured rectangles and display the contents on a chart. What is the likelihood of picking a colour? Now have students try it. They pick a shape from the bag at least 15 different times. Which outcome occurred more? ■ Review mathematical language: Give students varied experiences to identify the mode of data organized in charts, tables, and bar graphs. ■ Question for deeper understanding: "What does the data tell us? Can you make a number sentence that compares one part of the data with another part?"

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.