

The Big Race Mark Sheet (K – 3)

Grade Level: _____ Student: _____ Date: _____

Level

Computation Skills

- demonstrate awareness of addition and subtraction in everyday activities (Kindergarten)
- count with understanding and recognize ‘how many’ in sets of objects (shows one-to-one correspondence when counting dots on dice) (Grade 1)
- mentally add one-digit numbers (Grade 1)
- understand the effects of adding and subtracting whole numbers (e.g., addition fact families, $3 + 2 = 2 + 3$) (Grade 2)
- develop and use strategies for whole-number computations, with a focus on addition and subtraction (e.g., $7 + 2 = 9$ is related to $9 - 7 = 2$) (Grade 3)

Level

Probability

- use language of probability (e.g., chance, might, lucky) (Kindergarten)
- use mathematical language (e.g., never, sometimes, always) in informal discussion to describe probability (Grade 1)
- explore through simple games and experiments the likelihood that an event may occur (student demonstrates by choosing high frequency numbers) (Grade 2)
- apply the concept of likelihood to events in solving simple problems (student demonstrates by choosing high frequency numbers and justifying number choices) (Grade 3)

What Time Am I? Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Level **Time Concepts**

- read analog clocks, and tell and write time to the hour and half-hour (Grade 1)
- read digital and analog clocks, and tell and write time to the quarter-hour (Grade 2)
- read and write time to the nearest five minutes using analog clocks (Grade 3)

Money Madness Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Level **Number Operations and Measurement**

- name money amounts up to \$20 and state the value of pennies, nickels, and dimes (cooperative play, no competition) (Grade 1)
- name and state the value of all coins and bills, and demonstrate an understanding of their value (some errors, no competition) (Grade 2)
- demonstrate the relationship between all coins and bills up to \$20 (competitive play, few errors) (Grade 3)

Level **Communication**

- communicate their mathematical thinking through communication (able to justify trades made in money amounts) (Grade 2)
- analyze and evaluate the mathematical thinking and strategies of others (able to explain trades made in own game and those made by partner) (Grade 3)

Cross Out (Add and Subtract) Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Level **Number and Operations**

- locate whole numbers to 10 on a number line (Grade 1)
- demonstrate addition and subtraction facts to 20 using concrete materials (Grade 1)
- demonstrate that addition involves joining and that subtraction involves taking one group away from another (verbal counting back, one-to-one correspondence) (Grade 1)
- mentally add and subtract one-digit numbers (accurately) (Grade 2)
- use basic number combinations to find answers to related problems (e.g., use fact families or adding on, single attempts instead of multiple guesses) (Grade 2)
- investigate and demonstrate the properties of whole number procedures (e.g., $7 + 2 = 9$ is related to $9 - 7 = 2$) (able to articulate related addition sentence) (Grade 3)
- recall addition and subtraction facts to 18 (immediate recall) (Grade 3)

Level **Communication**

- organize mathematical thinking through communication (able to explain how a number gets crossed out) (Grade 1)
- communicate mathematical thinking clearly to peers and teacher (able to justify choices in numbers crossed out) (Grade 2)
- analyze and evaluate the mathematical thinking and strategies of others (able to relate choices made to choices of partner and can demonstrate which were better) (Grade 3)

Card Match Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Number of Cards: _____

Level

Number Recognition

- recognize numbers without having to count (Kindergarten)
- use read and represent numbers to 10 (fast and accurate recognition) (Grade 1)

Level

Addition Skills

- use one-to-one correspondence between objects and numbers when counting (Kindergarten-Grade 1)
- use one-to-one correspondence to match groups of objects (Kindergarten)
- mentally add one-digit numbers (Grade 1)
- mentally subtract one-digit numbers (Grade 1)
- recall addition and subtraction facts to 18 (one digit numbers) (Grade 1)
- compare card values by using whole-number addition and subtraction (Grade 2)

HTO Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Level

Computation Skills

- read and print numbers to 100 (Grade 1)
- places cards in order of being drawn (not placing by value of card) (Grade 1)
- compare, order, and represent whole numbers to 100 using concrete materials and drawings (able to see immediately who has greater value, some planning demonstrated when placing cards) (Grade 2)
- read and print numerals from 0 to 1000 (able to see immediately who has greater value, card placement demonstrates planning, student able to explain placement) (Grade 3)

Salute (Add and Subtract) Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Level **Computation Skills**

- demonstrate addition and subtraction facts to 20 using concrete materials (Grade 1)
- demonstrate that addition involves joining and that subtraction involves taking one group away from another (verbal counting back, one-to-one correspondence (Grade 1)
- mentally add and subtract one-digit numbers (accurately) (Grade 2)
- use one fact to find another (e.g., use fact families or adding on, single attempts instead of multiple guesses) (Grade 2)
- investigate and demonstrate the properties of whole number procedures (e.g., $7 + 2 = 9$ is related to $9 - 7 = 2$)(able to articulate related addition sentence) (Grade 3)
- recall addition and subtraction facts to 18 (immediate recall) (Grade 3)

Speed (Addition) Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Level **Addition Skills**

- demonstrate addition facts to 20 using concrete materials (one to one correspondence, using both cards as counting aids) (Grade 1)
- demonstrate addition facts to 20 using concrete materials (counting on, using one card as counting aid to find total) (Grade 1)
- mentally add one-digit numbers (good pace of fact recall, some use of cards as counting aids (Grade 1)
- recall addition facts to 18 (accurate recall of facts) (Grade 2)
- recall addition facts to 18 (fast and accurate) (Grade 3)

Salute (Multiply and Divide) Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Level **Computation Skills**

- interpret multiplication and division sentences in a variety of ways (counting on cards, some trial and error) (Grade 3)
- demonstrate and recall multiplication facts to 7×7 and division facts to $49 \div 7$ using concrete materials (able to give related multiplication sentence) (Grade 3)
- multiply and divide numbers using concrete materials (some counting on cards, minimal guesswork) (Grade 4)
- recall multiplication and division facts to 81 (able to give related multiplication sentence) (Grade 4)
- use mental computation strategies to solve number problems (accurate recall of facts) (Grade 5)
- recall multiplication and division facts to 144 (consistently relates multiplication to division) (Grade 5)
- recall multiplication and division facts and use them to estimate and do mental computation (fast and accurate recall of facts) (Grade 6)

Speed (Multiplication) Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Level **Multiplication Skills**

- demonstrate and recall multiplication facts to 7×7 using concrete materials (Grade 3)
- multiply numbers to 7×7 using mental recall of facts (Grade 4)
- recall multiplication and division facts to 81 (accurate recall of facts) (Grade 4)
- recall multiplication and division facts to 144 (consistently accurate recall of facts) (Grade 5)
- use mental computation strategies to solve number problems (Grade 5)
- recall multiplication facts and use them to do mental computation (fast and accurate recall of facts) (Grade 6)

Matho Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Level

Computation Skills

- mentally add and subtract one-digit and two-digit numbers (Grade 3)
- demonstrate and recall multiplication facts to 7×7 and division facts to $49 \div 7$ using concrete materials (able to give related multiplication sentence) (Grade 3)
- multiply and divide numbers using concrete materials (some counting on cards, minimal guesswork) (Grade 4)
- recall multiplication and division facts to 81 (able to give relate multiplication or division to desired answer) (Grade 4)
- use mental computation strategies to solve number problems (accurate recall of facts, physical card groupings) (Grade 5)
- recall multiplication and division facts to 144 (consistently relates multiplication to division, recognizes inverse operations) (Grade 5)
- recall multiplication and division facts and use them to estimate and do mental computation (fast and accurate recall of facts, physical card groupings) (Grade 6)

Level

Communication

- organize and consolidate mathematical thinking through communication (Grade 4)
- analyze and evaluate the mathematical thinking and strategies of others (Grade 6)

Squared Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Level

Developing Proficiency in Multiplying

- develop proficiency in multiplying and dividing one-digit whole numbers (using cards as multiplication aids, numbers 2 – 7) (Grade 3)
- recall multiplication and division facts to 81 (slow recall of facts, some use of cards as multiplication aids, numbers 2 – 10) (Grade 4)
- multiply numbers using concrete materials, drawings, and symbols (good pace of fact recall, occasional use of cards as multiplication aids) (Grade 5)
- recall multiplication and division facts and use them to estimate and do mental computation (verbal understanding of adding to squared numbers – e.g. $6 \times 7 = 6 \times 6 + 6$) (Grade 6)

Stomp Mark Sheet

Grade Level: _____ Student: _____ Date: _____

Card Range: _____

Grade One

- demonstrate the one-to-one correspondence between number and objects when counting
- investigate number meanings (e.g., the concept of 5)
- use appropriate language to describe relative amounts (why one card is greater than the other)

Grade Two

- represent, compare, and order whole numbers to 100, using a variety of tools
- describe relationships between quantities by using whole-number addition and subtraction