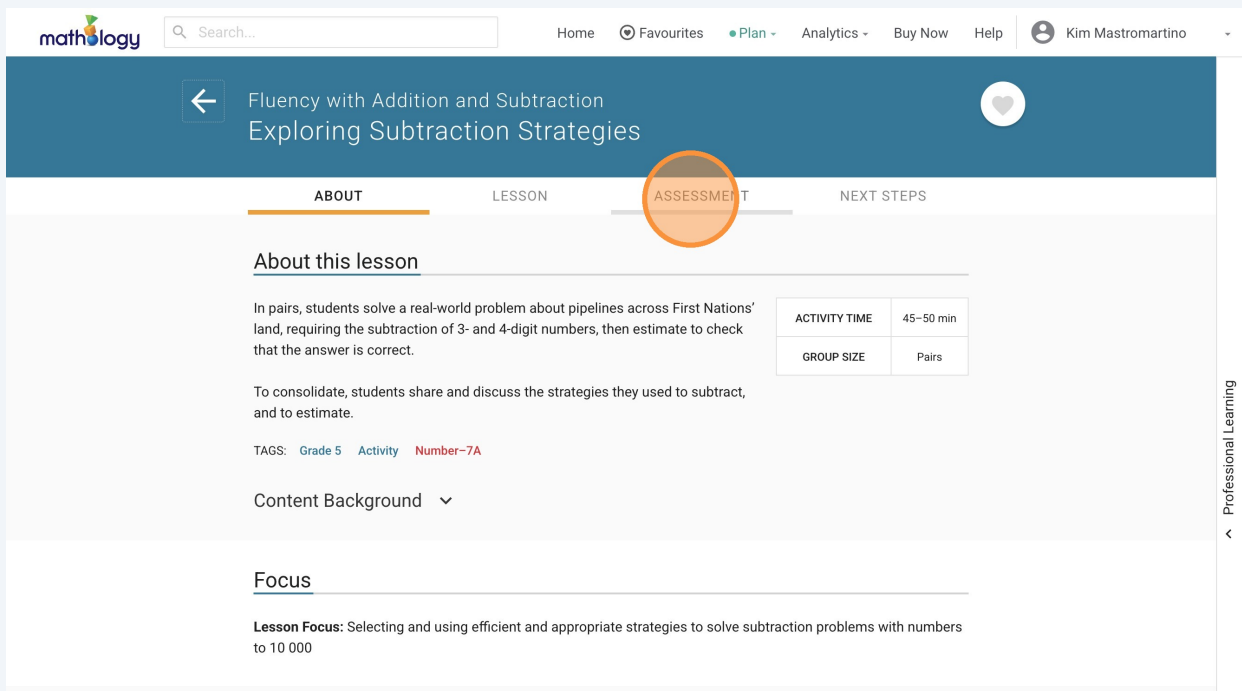


Assessment: Using digital Assessments in Mathology

Learn how to track and provide valuable feedback to your students by adding comments to your observation assessments in Mathology. This guide walks you through the simple steps to access and utilize the assessment feature, ensuring you can effectively track your student's progress.

1 Click "Assessment" tab



The screenshot shows the Mathology web interface. At the top, there is a navigation bar with the Mathology logo, a search bar, and links for Home, Favourites, Plan, Analytics, Buy Now, Help, and a user profile for Kim Mastromartino. Below this is a blue header for the lesson 'Fluency with Addition and Subtraction: Exploring Subtraction Strategies'. A navigation menu below the header has four tabs: ABOUT, LESSON, ASSESSMENT (highlighted with an orange circle), and NEXT STEPS. The main content area is divided into sections: 'About this lesson' with descriptive text and a table of activity details, 'Content Background', and 'Focus'.

| | |
|---------------|-----------|
| ACTIVITY TIME | 45-50 min |
| GROUP SIZE | Pairs |

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2

Click "▼" to find your class. (If you have not entered student names see Assessment- Adding student names.)

ABOUT LESSON **ASSESSMENT** NEXT STEPS

kim ▼

Select a classroom

Click a student to select, then click the corresponding box below or drag and drop student to add.

kim

Conceptual Meaning of Whole Number Addition and Subtraction

Kim's class

! This assessment is for Grade 5, and it aligns only with Grade 5 curriculum

Recognizes addition and subtraction situations and sketches a picture to add or subtract to 10 000

Models and symbolizes ways to solve problems to 10 000

Uses an understanding of place value to decompose both numbers to solve problems to 100 000

1250 + 1167 = 2417

1250 + 1167 = 2417

1250 = 1000 + 200 + 50
1167 = 1000 + 100 + 60 + 7
1250 + 1167 = 2000 + 300 + 110 + 7
= 2000 + 400 + 10 + 7
= 2417

1 2 5 0
+ 1 1 6 7
2 0 0 0
3 0 0
1 1 0
+ 7
2 4 1 7

"I added the thousands, the hundreds, the tens, and then the ones."

Planning Tool (5-8)

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Click student name(s)

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ABOUT LESSON **ASSESSMENT** NEXT STEPS

Sample Gr.4 ▼

4 Lusa C 4 Mila D 4 Summer L 4 Leslie P. 4 Jay R 4 Priya R 4 Ragi S 4 Arlo T 4 Shia a

Click a student to select, then click the corresponding box below or drag and drop student to add.

Conceptual Meaning of Whole Number Addition and Subtraction

! This assessment is for Grade 5, and it aligns only with Grade 5 curriculum

Recognizes addition and subtraction situations and sketches a picture to add or subtract to 10 000

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1250 + 1167 = 2417

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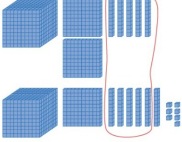
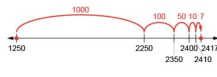
1250 = 1000 + 200 + 50
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= 2000 + 400 + 10 + 7
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1 2 5 0
+ 1 1 6 7
2 0 0 0
3 0 0
1 1 0
+ 7
2 4 1 7

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4

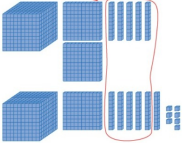
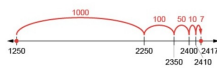
Drag into a math behaviours box that is closest to what you are seeing. Easier on top left. Curriculum outcomes on bottom right.

| | | |
|--|--|--|
| <p>Recognizes addition and subtraction situations and sketches a picture to add or subtract to 10 000</p> <p>$1250 + 1167 = 2417$</p>  <p>Select students from class list above Drag student here or click this box to add</p> | <p>Models and symbolizes ways to solve problems to 10 000</p> <p>$1250 + 1167 = 2417$</p>  <p>Select students from class list above Drag student here or click this box to add</p> | <p>Uses an understanding of place value to decompose both numbers to solve problems to 100 000</p> <p>$1250 = 1000 + 200 + 50$ $1167 = 1000 + 100 + 60 + 7$ $1250 + 1167 = 2000 + 300 + 110 + 7$ $= 2000 + 400 + 10 + 7$ $= 2417$</p> $\begin{array}{r} 1250 \\ + 1167 \\ \hline 2000 \\ 300 \\ 110 \\ + 7 \\ \hline 2417 \end{array}$ <p>"I added the thousands, the hundreds, the tens, and then the ones."</p> |
| <p>5 Planning Tool (5-8) Next Steps</p> | <p>Next Steps</p> | <p>Next Steps</p> |
| <p>Uses an understanding of place value to decompose one number to solve problems to 100 000</p> | <p>Estimates to determine if answer to problem is reasonable</p> <p>$14\ 365 - 2542 = 11\ 823$</p> | <p>Creates and solves multi-step addition and subtraction problems flexibly using a variety of strategies</p> <p>8134 bottles were collected by the</p> |

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5

Click the "Enter your comments here..." field to add your comments. Automatic date stamp.

| | | |
|--|--|--|
| <p>Recognizes addition and subtraction situations and sketches a picture to add or subtract to 10 000</p> <p>$1250 + 1167 = 2417$</p>  <p>Select students from class list above Drag student here or click this box to add</p> | <p>Models and symbolizes ways to solve problems to 10 000</p> <p>$1250 + 1167 = 2417$</p>  <p>Select students from class list above Drag student here or click this box to add</p> | <p>Uses an understanding of place value to decompose both numbers to solve problems to 100 000</p> <p>$1250 = 1000 + 200 + 50$ $1167 = 1000 + 100 + 60 + 7$ $1250 + 1167 = 2000 + 300 + 110 + 7$ $= 2000 + 400 + 10 + 7$ $= 2417$</p> $\begin{array}{r} 1250 \\ + 1167 \\ \hline 2000 \\ 300 \\ 110 \\ + 7 \\ \hline 2417 \end{array}$ <p>"I added the thousands, the hundreds, the tens, and then the ones."</p> |
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6 Click "Next Steps"

| | | |
|--|---|--|
| <p>$1250 + 1167 = 2417$</p> | <p>$1250 + 1167 = 2417$</p> | <p> $1250 = 1000 + 200 + 50$ $1167 = 1000 + 100 + 60 + 7$ $1250 + 1167 = 2000 + 300 + 110 + 7$ $= 2000 + 400 + 10 + 7$ $= 2417$ </p> $ \begin{array}{r} 1250 \\ + 1167 \\ \hline 2000 \\ 300 \\ 110 \\ + 7 \\ \hline 2417 \end{array} $ <p>"I added the thousands, the hundreds, the tens, and then the ones."</p> <p>4 Summer L [Close] 4 Leslie P [Close]</p> |
| <p>Select students from class list above Drag student here or click this box to add</p> <p>Next Steps</p> | <p>Select students from class list above Drag student here or click this box to add</p> <p>Next Steps</p> | <p>Next Steps</p> |
| <p>Uses an understanding of place value to decompose one number to solve problems to 100 000</p> <p>5</p> <p>$14\ 365 - 2542 = 14\ 365 - 2000 - 500 - 40 - 2$ $= 12\ 365 - 500 - 40 - 2$ $= 11\ 865 - 40 - 2$ $= 11\ 823$</p> | <p>Estimates to determine if answer to problem is reasonable</p> <p>$14\ 365 - 2542 = 11\ 823$</p> <p>"I estimate 12 000 because 14 365 is close to 14 500, 2542 is close to 2500, and $14\ 500 - 2500 = 12\ 000$."</p> | <p>Creates and solves multi-step addition and subtraction problems flexibly using a variety of strategies</p> <p>8134 bottles were collected by the school. 4612 were donated by the community. 1645 were not accepted at the recycling depot. How many bottles were recycled?</p> <p>"I added $8134 + 4612 = 12\ 746$. Then $12\ 746 -$</p> |

7 This opens up some examples

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Click a student to select, then click the corresponding box below or drag and drop student to add.

Conceptual M
Subtraction

Recognizes ad
and sketches a
000

$1250 + 1167 = 2417$

$1250 = 1000 + 200 + 50$
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 $= 2417$

$$\begin{array}{r}
 1250 \\
 + 1167 \\
 \hline
 2000 \\
 300 \\
 110 \\
 + 7 \\
 \hline
 2417
 \end{array}$$

"I added the thousands, the hundreds, the tens, and then the ones."

Professional Learning

8 And "Next Steps" options

Recognizes addition and sketches a 1000

1250 + 1100

$$\begin{array}{r} + 1167 \\ 2000 \\ 300 \\ 110 \\ + \quad 7 \\ \hline 2417 \end{array}$$

"I added the thousands, the hundreds, the tens, and then the ones."

Next Steps

In the Moment

Do you need to decompose both numbers to solve the problem?
Have student explore decomposing one number, then adding to/subtracting from the other number.

5 **Planning Tool (5-8)**

Uses an understanding of place value to decompose one number to solve problems to 100,000

Estimates to determine if answer to problem is reasonable

Creates and solves multi-step addition and subtraction problems flexibly using a variety of strategies

14 365 - 2542 = 11 823

8134 bottles were collected by the

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9 Click "close"

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Click a student to select, then click the corresponding box below or drag and drop student to add.

Conceptual Math Subtraction

Recognizes addition and sketches a 1000

1250 + 1100

$$\begin{array}{r} 1250 \\ + 1167 \\ \hline 2000 \\ 300 \\ 110 \\ + \quad 7 \\ \hline 2417 \end{array}$$

"I added the thousands, the hundreds, the tens, and then the ones."

Next Steps

In the Moment

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Have student explore decomposing one number, then adding to/subtracting from the other number.

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