

Grading

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Grading Assessments (Lead Instructor Version)

Grading Credit

- **Full Credit** - Answer is correct
 - **$\frac{3}{4}$ Credit** - Given for a student able to self-correct once an error was pointed out or there's a correct answer, which wasn't simplified or in the wrong place (eg. the student had the right answer in their work but posted an incorrect answer on the answer line)
 - **$\frac{1}{2}$ Credit** - Given if you clarify directions, point out the correct operation (subtract and not add), or help point out an error ("check your subtraction again")
 - **$\frac{1}{4}$ Credit** - Given for showing awareness of skill being assessed such as 4 by 2 division with the right steps but incorrect subtraction.
 - **0 Credit** - Given if you give definitions or show the student how to solve a problem: "least common multiple is the smallest number that...", "8% means 8 for each hundred..."
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- If a question is marked as "**H**", this is the equivalent of **$\frac{1}{2}$ Credit**. An instructor has "helped" a student with the question.
 - If a question is marked as "**T**", this is the equivalent of **0 Credit**. An instructor has "taught" a student the question.

Tips

- If a question is **marked as anything but full credit**, the entire PK for that question will be assigned. As a result, feel free to be generous with grading if a student doesn't seem to be performing very well on the assessment.
- **If a question asks to list fractions within a lower and upper bound**, do not give credit for equivalent fraction
- **Please initial and date each page** at the bottom right corner.

Filing Assessments (Kenilworth)

Ungraded Bin

If you have any ungraded pages, please place them in the ungraded bin.

In-Progress Bin

If the assessment pages are graded and the student has previously completed assessment pages, please attach the new pages to the the previously completed pages in the in-progress bin.

Completed, Needs Further Action Bin (Lead Instructors)

If an assessment/progress check is completed and graded...

- ...and **it has not been entered into Radius yet**, please place the assessment at a 90 degree angle in the bin (facing towards your body).
- ...and **it has been entered into Radius**, please place the assessment normally into the bin. If there are any additional assessments (e.g. NF, CP, HSFS) that a student needs to complete) please make a note of it with a sticky note.

How to know when an assessment is complete:

Blue Pages (Pre/Post Assessments): An assessment is complete when the last page has a double bolded border at the bottom of the page.

Green Pages (Progress Checks): A progress check is complete when the student turns in a page with fewer than six questions. (You will notice that all the progress check pages have a maximum of six questions. It is possible for the last page to have six questions, though it is fairly rare).

30

$$\frac{5}{8} \div \frac{3}{10} = \underline{\hspace{2cm}}$$

31

$$6 \div \frac{7}{9} = \underline{\hspace{2cm}}$$

32

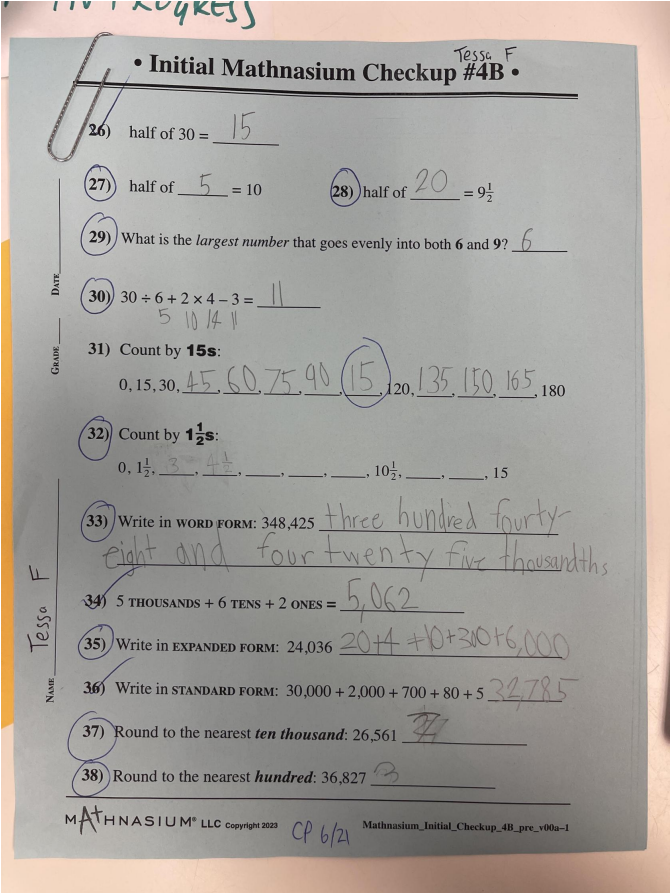
$$2\frac{11}{12} \div 10 = \underline{\hspace{2cm}}$$

33

$$4\frac{1}{3} \div 2\frac{1}{12} = \underline{\hspace{2cm}}$$

Note: If you do not know which bin an assessment should belong in, please turn it in to the Ungraded Bin.

Grading Samples

Picture	Description
 The image shows a student's completed 'Initial Mathnasium Checkup #4B' assessment. The student's name is Tessa F. and the date is 6/21. The assessment contains 12 questions. Questions 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, and 37 are circled by the instructor, indicating they are incorrect. Question 38 is checked, indicating it is correct. The student's answers are: 26) half of 30 = 15; 27) half of 5 = 10; 28) half of 20 = 9 1/2; 29) What is the largest number that goes evenly into both 6 and 9? 6; 30) 30 ÷ 6 + 2 × 4 - 3 = 11; 31) Count by 15s: 0, 15, 30, 45, 60, 75, 90, 105, 120, 135, 150, 165, 180; 32) Count by 1 1/2s: 0, 1 1/2, 3, 4 1/2, 6, 7 1/2, 9, 10 1/2, 12, 13 1/2, 15; 33) Write in WORD FORM: 348,425 three hundred forty-eight and four twenty five thousandths; 34) 5 THOUSANDS + 6 TENS + 2 ONES = 5,062; 35) Write in EXPANDED FORM: 24,036 20,000 + 4,000 + 30 + 6,000; 36) Write in STANDARD FORM: 30,000 + 2,000 + 700 + 80 + 5 32,785; 37) Round to the nearest ten thousand: 26,561 30,000; 38) Round to the nearest hundred: 36,827 36,800. The Mathnasium logo and copyright information are at the bottom.	Here is a sample assessment. The instructor has circled the incorrect questions and checked the correct ones. The instructor has initialed and dated the bottom of the page.

60

Write as a decimal:

$$\frac{1}{8} = 0.125$$

$$\begin{array}{r} 0.125 \\ 8 \overline{) 1.000} \\ \underline{8} \\ 20 \\ \underline{16} \\ 40 \\ \underline{40} \\ 0 \end{array}$$

Write as a decimal:

$$\frac{5}{6} = 0.8\overline{3}$$

$$\begin{array}{r} 0.8\overline{3} \\ 6 \overline{) 5.000} \\ \underline{48} \\ 20 \\ \underline{18} \\ 20 \end{array}$$

Write as a percent:

$$\frac{2}{3} = 66\overline{6}\%$$

$$\begin{array}{r} 66\overline{6} \\ 3 \overline{) 2.00} \\ \underline{18} \\ 20 \end{array}$$

41

Write as a decimal:

$$\frac{8}{11} = 0.72\overline{72}$$

$$\begin{array}{r} 0.72\overline{72} \\ 11 \overline{) 8.0000} \\ \underline{77} \\ 30 \\ \underline{22} \\ 80 \\ \underline{77} \\ 30 \end{array}$$

Write as a percent:

$$0.04 = 4\%$$

$$\begin{array}{r} 4\% \\ 100 \overline{) 4.00} \\ \underline{400} \\ 0 \end{array}$$

60

$$9\% \text{ of } 187 = 24$$

$$\begin{array}{r} 15 \\ 19 \end{array}$$

$$\begin{array}{r} 18 \\ 5/20/24 \end{array}$$

Here is a progress check. The instructor has checked the correct answers and given appropriate partial credit. The instructor has initialed and dated the bottom of the page.

Verbal Assessments

Verbal Checkups are designed to gauge a student's mental math skills with basic arithmetic. There are two verbal assessments:

Numerical Fluency: Addition and Subtraction	Numerical Fluency: Multiplication and Division
This verbal checkup covers basic addition and subtraction facts like $3+5$, $13-8$, and $2+9$.	This verbal checkup covers basic multiplication and division facts like 2×5 , 12×3 , and $12 \div 3$

When to Administer a Verbal Checkup

If you are an instructor with more than two students at your table, try to look for "floating instructors" or a Lead Instructor to administer the verbal checkup. The administering instructor **should not answer any other student questions** during the testing period.

How to Administer a Verbal Checkup

Note: Verbal Checkups should only be administered by trained instructors who have completed the Radius training.

1. With every verbal checkup, there will be a set of "Student Pages" and a rubric. Place the "Student Pages" directly in front of the student

1) Adding On to the Larger Number

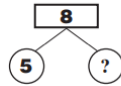
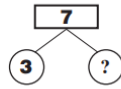
$$8 + 1 \quad 3 + 2 \quad 1 + 7 \quad 2 + 5$$

2) 10 Plus a Single-Digit Number

$$10 + 3 \quad 6 + 10$$

$$10 + \underline{\quad} = 19 \quad 10 + \underline{\quad} = 17$$

3) Decomposing Single-Digit Numbers



1) Adding On to the Larger Number

N A C M

	8 + 1	3 + 2	1 + 7	2 + 5
Correct (Y or N) <i>Circle S if the student takes longer than 5 to 5 seconds to answer correctly.</i>	Y S N	Y S N	Y S N	Y S N
Started at the Larger Number				
Started at the Smaller Number				
Other Method				
No Method Stated				

2) 10 Plus a Single-Digit Number

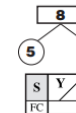
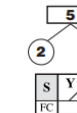
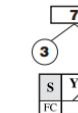
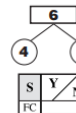
N A C M

$$10 + 3 \quad 6 + 10 \quad 10 + \underline{\quad} = 19 \quad 10 + \underline{\quad} = 17$$



3) Decomposing Single-Digit Numbers

N A C M



2. Start at the beginning of the section. Point to the question you would like the student to answer and read it out loud.

3. Grading

- **Y** - The student correctly answered the question in the allotted time frame
- **N** - The student incorrectly answered the question

- **S** - The student answered the question correctly but took longer than five seconds to answer.
- **FC** - Check this box if the student utilized finger counting.
- **SC** - Check this box if the student utilized skip counting.

At the end of each section, there will be a place to mark a student's total mastery with a section.

N	A	C	M
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- **No Knowledge** - The student demonstrates **zero** conceptual understanding with the questions asked. In essence, they did not get a single question in that section correct
- **Awareness** - The student demonstrates awareness of the concepts present. **Less than half of the answers are correct**
- **Competency** - The student demonstrates competency with the concepts present. **More than half of the answers are correct, but one/some of the answers were marked as S, FC, SC, or N.**
- **Mastery** - The student demonstrates complete mastery with the concepts present. **All of the questions are correct (with no S, FC, or SC markings).**

4. After completing the verbal checkup, please **initial and date the bottom of the first rubric sheet.**

Tips

- When the Numerical Fluency results are entered into Radius, the only scores that will be entered are the N/A/C/M scores. Therefore, if a student is demonstrating "No Knowledge" on the first half of a section, you may let the student skip the rest of the questions in the section
- The student may be insistent on taking more time to answer each question. Keep the student within a reasonable time frame, for the assessment shouldn't take any longer than five minutes.
- If you are struggling to categorize a N/A/C/M for a specific section, feel free to leave it blank. The person entering the results will extrapolate based on the Y/N results.
- Try to hide the grading rubric from the student. They may be a bit timid if they can actively see that you are grading them on their performance.
- Be mindful of a student's remaining session time. If they have fewer than ten minutes remaining, I would not recommend starting the verbal checkup.

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- **If a question asks to list fractions within a lower and upper bound**, do not give credit for equivalent fractions
- **Please initial and date each page** at the bottom right corner.
- **Try not to grade** if you have more than two students at your table.
- **You are not required** to grade each green/blue page that your student completes. If you **do not know the answer to a problem, please leave it ungraded**. It is detrimental to our students if we misgrade their assessments.
- If you have downtime, please feel free to grade a few assessments in the "Ungraded Bin".

Turning in Graded Assessments

Upon grading a blue/green page, ensure that...

- partial credit is given
- each page is dated and initialed

Afterward, please place the graded assessments in the "**Ungraded Bin**". Don't worry about any of the other bins.