Mathematics Assessment

Mathematics tasks are available for Levels 11 through 18 (Grades 1/2 to 8/9). A selection of four tasks at each level allows teachers to test across various Mathematics strands.

The tasks require students to respond to a mathematics problem. Students are given about 10 minutes to complete each task.

Scoring Student Worksheets

Schools and districts may choose to utilize CTC's marking service (see Page 8). Or they may order a scoring binder and score student responses themselves.

Scoring Binders

Schools and districts may purchase scoring binders, one for each level. Each binder contains a scoring manual, scoring rubrics and anchor papers with clearly articulated rationales to assist teachers in marking student work accurately and reliably.

Level	
Level 11	155124322-9
Level 12	155124323-7
Level 13	155124324-5
Level 14	155124325-3
Level 15	155124326-1
Level 16	155124327-X
Level 17	155124328-8
Level 18	155124329-6

A school or district may also procure a site license that covers all future use of the mathematics (and writing) tasks. Please contact CTC for details.

Constructed-Response Scoring Binder—Mathematics

Student Worksheets (packages of 30)

	Task/Strand	ISBN
Level 11 (Gr. 1/2)	#1 Data Analysis	155124330-X-1
	#2 Geometry	155124330-X-2
	#3 Measurement	155124330-X-3
	#4 Patterns	155124330-X-4
Level 12 (Gr. 2/3)	#1 Number Concepts	155124331-8-1
	#2 Measurement	155124331-8-2
	#3 Data Analysis	155124331-8-3
	#4 Patterns	155124331-8-4
Level 13 (Gr. 3/4)	#1 Measurement	155124332-6-1
	#2 Measurement	155124332-6-2
	#3 Number Concepts	155124332-6-3
	#4 Data Analysis	155124332-6-4
Level 14 (Gr. 4/5)	#1 Data Analysis	155124333-4-1
	#2 Geometry	155124333-4-2
	#3 Measurement	155124333-4-3
	#4 Patterns	155124333-4-4
Level 15 (Gr. 5/6)	#1 Data Analysis	155124334-2-1
	#2 Patterns	155124334-2-2
	#3 Measurement	155124334-2-3
	#4 Geometry and Spatial Sense	155124334-2-4
Level 16 (Gr. 6/7)	#1 Probability	155124335-1-1
	#2 Data Analysis and Probability	155124335-1-2
	#3 Measurement	155124335-1-3
	#4 Geometry and Spatial Sense	155124335-1-4
Level 17 (Gr. 7/8)	#1 Data Analysis and Probability	155124336-9-1
	#2 Measurement	155124336-9-2
	#3 Number Concepts	155124336-9-3
	#4 Algebraic Patterns	155124336-9-4
Level 18 (Gr. 8/9)	#1 Measurement	155124337-7-1
	#2 Algebraic Patterns	155124337-7-2
	#3 Data Analysis	155124337-7-3
	#4 Data Analysis	155124337-7-4

Standard setting was based on the four-point scoring rubric (plus a "no-response" category) shown below.

Scoring Guide for Mathematics
Levels 11 through 18

CAT·3
CANADIAN ACHIEVEMENT TESTS
THIRD EDITION

	Problem Solving	**Communication**
	Consider the extent to which the student: • understands the problem. • develops and follows a plan. • computes an accurate solution.	Consider the extent to which the student: • presents a plan. • explains the strategies used. • uses mathematical language, symbols, etc.
5	• Demonstrates a thorough understanding of the problem. • Develops a well-developed plan that can lead to an accurate solution of the problem. • Makes correct computations, although a minor error, omission or transposition of numbers may occur.	• Uses words, pictures and/or numbers to provide a clear and logical explanation of mathematical concepts, processes and ideas used to solve the problem. • Presents a clearly organized description of the strategy followed, with most details present. • Represents data/information clearly and appropriately uses mathematical symbols, terms, language, charts, tables and/or graphs.
4	• Demonstrates a good understanding of most of the problem. • Develops a plan which can lead to a reasonable solution of the problem. • Makes mostly correct computations, although errors may be present.	• Uses words, pictures and/or numbers to provide a mostly clear and logical explanation of mathematical concepts, processes and ideas used to solve the problem. • Presents a generally organized description of the strategy followed; however some details may be missing. • Represents most of the data/information clearly and most of the time appropriately uses mathematical symbols, terms, language, charts, tables and/or graphs.
3	• Demonstrates partial understanding of the problem or an understanding of only part of the problem. • Develops a plan which may or may not lead to a solution of the problem. • Makes frequent errors in computations.	• Uses words, pictures and/or numbers that lack clarity. • Presents a partially organized description of the strategy with insufficient detail. • Represents some of the data/information clearly and some of the time appropriately uses mathematical symbols, terms, language, charts, tables and/or graphs.
2	• Demonstrates little or no understanding of any part of the problem. • Develops no plan or develops a plan that cannot lead to a correct solution. • Makes multiple and glaring errors in computations, if present.	• Uses words, pictures and/or numbers that, if present, are vague and/or illogical. • Presents a disorganized description of a strategy, if present, with little or no detail. • Represents little of the data/information clearly and appropriately uses few, if any, mathematical symbols, terms, language, charts, tables and/or graphs.
1	• No response, off task or too little to score.	• A "No Response" has been assigned to problem solving.