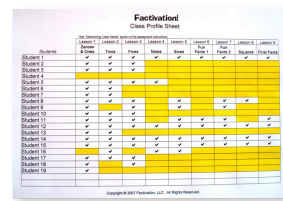


Determining Gaps and Assessing Student Progress Using the

## **Factivation!® for Multiplication** Pre/Post and Mid-Program Assessments



The image shows a 'Factivation! Class Profile Sheet' which is a grid used for tracking student progress. The grid has columns for 'Student', 'Pre', 'Post', 'Mid-Program', and 'Final'. Each row represents a student, and the cells contain checkmarks or 'X' marks indicating progress. The sheet is titled 'Factivation! Class Profile Sheet' and includes a copyright notice at the bottom: 'Copyright © 2007-2009, Factivation LLC. All Rights Reserved.'

The **Factivation!®** Pre/Post and Mid-Program Assessments, Scoring Guides, and Class Profile Sheet are valuable tools that can be used to **diagnose fact gaps** and **monitor progress** as students move through the **Factivation!®** program. Proper administration of the assessments is crucial in obtaining data that accurately reflects student knowledge.

Please use the script provided!



### **Part One: ADMINISTERING THE ASSESSMENT**

**Teacher: Today you're going to be given an assessment over your Multiplication facts. It's very brief and we're only going to do a few problems at a time.**

- ✓ Distribute one **Factivation!®** Pre/Post Assessment page (or Mid-Program Assessment) and one blank cover sheet to each student and instruct students NOT to begin.

**Teacher: There are eleven rows on this paper** (eight if giving the Mid-Program Assessment) **and each row has four Multiplication problems. Find the numbers 1 through 11** (or 1 through 8) **going down the left side of the chart. Now look across the rows and you will notice four problems in each one.**

- ✓ Draw students' attention to their blank cover sheet.

**Teacher: You may use the blank paper to cover the rows below the one we're working on. Use that paper NOW to cover everything below Row One.**

- ✓ Check to make sure that students are following the instructions.

**Teacher:** *When I say “begin”, you will have 15 seconds to answer the four problems in Row One only. If you do not know an answer, skip it and go on to the other ones in this row only. Do not go on to any other row. Remember, this assessment is to help me see which facts you need to learn, so you should only answer the ones that you know right away. Are there any questions?*

✓ Pause for questions.

**Teacher:** *Get ready for Row One only: 3...2...1...Begin.*

✓ After 15 seconds, instruct students to stop that row and position their cover sheet for Row Two. Repeat the above until all rows are completed. After Row 11, say the following:

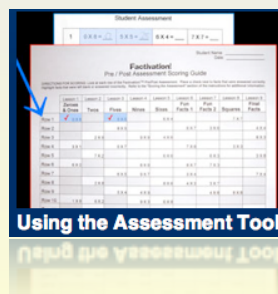
**Teacher:** *Sometimes students are nervous taking a test and may accidentally skip a problem or write down an incorrect answer when they know the correct answer. Take a minute to check your work for these kinds of errors. Please begin checking and fixing your answers now.*

✓ Allow approximately one minute for self-checking.

**Teacher:** *Stop. You may put your pencil down.*

✓ This concludes the assessment. Please see “Part 2: Scoring the Assessment” and “Part 3: Determining Class Needs.”

Recommended: Before scoring your assessments, watch the “Using the Assessment Tool” tutorial on the **Factivation!**® website.



Available at: [www.factivation.com/tutorials](http://www.factivation.com/tutorials)

## Part Two: SCORING THE ASSESSMENT

Copy one **Factivation!**® Assessment Scoring Guide per student and attach it to each student's paper. On the Scoring Guide, place a checkmark next to each correctly answered fact and highlight those missed or skipped.

Student Name: Tyler  
Date: \_\_\_\_\_

**Factivation!**  
Pre / Post Assessment

1	$0 \times 8 = 0$	$5 \times 5 = 25$	$6 \times 4 = 24$	$7 \times 7 = 49$
2	$8 \times 5 = 40$	$6 \times 7 = 42$	$3 \times 6 = 18$	$4 \times 4 = 16$
3	$2 \times 9 = 18$	$6 \times 9 = 54$	$4 \times 8 = 32$	$8 \times 3 = 24$
4	$3 \times 1 = 3$	$5 \times 7 = 35$	$7 \times 8 = 56$	$3 \times 3 = 9$
5	$7 \times 2 = 14$	$0 \times 9 = 0$	$8 \times 3 = 24$	$3 \times 8 = 24$
6	$6 \times 0 = 0$	$8 \times 6 = 48$	$8 \times 7 = 56$	$7 \times 3 = 21$
7	$6 \times 5 = 30$	$6 \times 7 = 42$	$3 \times 4 = 12$	$7 \times 4 = 28$
8	$2 \times 8 = 16$	$8 \times 6 = 48$	$4 \times 3 = 12$	$3 \times 7 = 21$
9	$5 \times 4 = 20$	$4 \times 9 = 36$	$4 \times 8 = 32$	$8 \times 8 = 64$
10	$1 \times 8 = 8$	$8 \times 2 = 16$	$9 \times 3 = 27$	$6 \times 8 = 48$
11	$2 \times 4 = 8$	$7 \times 8 = 56$	$8 \times 6 = 48$	$4 \times 7 = 28$

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Student Name: Tyler  
Date: \_\_\_\_\_

**Factivation!**  
Pre / Post Assessment Scoring Guide

DIRECTIONS FOR SCORING: Look at each row of the Factivation!® Pre / Post Assessment. Place a check next to facts that were answered correctly. Highlight facts that were left blank or answered incorrectly. Refer to the Teacher Assessment Instructions for additional information.

	Lesson 1 Zeros & Ones	Lesson 2 Twos	Lesson 3 Fives	Lesson 4 Nines	Lesson 5 Sixes	Lesson 6 Fours Facts 1	Lesson 7 Fours Facts 2	Lesson 8 Squares	Lesson 9 Final Facts
Row 1	✓								
Row 2									
Row 3									
Row 4									
Row 5									
Row 6									
Row 7									
Row 8									
Row 9									
Row 10									
Row 11									
Score	14	15	15	15	15	15	15	15	15

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Circle the headings in which one or more errors occurred. This will indicate the lessons that this student needs to fill in the gaps in their fact knowledge.

### Important:

- ✎ If a student misses  $6 \times 7$  but answers  $7 \times 6$  correctly (for example), you can count both as correct IF the mistake was a careless error. In this situation, be sure to review the commutative property with this student and monitor him/her closely.
- ✎ If you suspect a careless error was made on the Mid-Program or Post-Assessment and are confident that the student has mastered the fact, you can notate it with a circle or "C" to indicate a careless error, but still check it off as being mastered. It is common for anxious students to make a careless error when test-taking. If there is any question, simply ask the student for the product verbally to ensure mastery.

Student Name: Tyler  
Date: \_\_\_\_\_

**Factivation!**  
Pre / Post Assessment

1	$0 \times 8 = 0$	$5 \times 5 = 25$	$6 \times 4 = 24$	$7 \times 7 = 49$
2	$8 \times 5 = 40$	$6 \times 7 = 42$	$3 \times 6 = 18$	$4 \times 4 = 16$
3	$2 \times 9 = 18$	$6 \times 9 = 54$	$4 \times 8 = 32$	$8 \times 3 = 24$
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7	$6 \times 5 = 30$	$6 \times 7 = 42$	$3 \times 4 = 12$	$7 \times 4 = 28$
8	$2 \times 8 = 16$	$8 \times 6 = 48$	$4 \times 3 = 12$	$3 \times 7 = 21$
9	$5 \times 4 = 20$	$4 \times 9 = 36$	$4 \times 8 = 32$	$8 \times 8 = 64$
10	$1 \times 8 = 8$	$8 \times 2 = 16$	$9 \times 3 = 27$	$6 \times 8 = 48$
11	$2 \times 4 = 8$	$7 \times 8 = 56$	$8 \times 6 = 48$	$4 \times 7 = 28$

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Student Name: Tyler  
Date: \_\_\_\_\_

**Factivation!**  
Pre / Post Assessment Scoring Guide

DIRECTIONS FOR SCORING: Look at each row of the Factivation!® Pre / Post Assessment. Place a check next to facts that were answered correctly. Highlight facts that were left blank or answered incorrectly. Refer to the Teacher Assessment Instructions for additional information.

PASS!

	Lesson 1 Zeros & Ones	Lesson 2 Twos	Lesson 3 Fives	Lesson 4 Nines	Lesson 5 Sixes	Lesson 6 Fours Facts 1	Lesson 7 Fours Facts 2	Lesson 8 Squares	Lesson 9 Final Facts
Row 1	✓								
Row 2									
Row 3									
Row 4									
Row 5									
Row 6									
Row 7									
Row 8									
Row 9									
Row 10									
Row 11									
Score	14	15	15	15	15	15	15	15	15

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## Part Three: DETERMINING CLASS NEEDS

Copy one **Factivation!**® Class Profile Sheet and fill in student names. Using the Assessment Scoring Guide for each student, place a check mark under lessons that have been mastered and highlight or leave blank those lessons that you circled at the top of their Scoring Guide. Do this for each student to see which lessons are needed for your class.

**Factivation!**  
Class Profile Sheet

\*Be "Ordering Operations" version of the Assessment Instructions.

Students:	Lesson 1 Zeroes & Ones	Lesson 2 Twos	Lesson 3 Fives	Lesson 4 Nines	Lesson 5 Sixes	Lesson 6 Fun Facts 1	Lesson 7 Fun Facts 2	Lesson 8 Squares	Lesson 9 Final Facts
Tyler	✓	✓	✓						
Kristen	✓	✓	✓	✓					
James	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alexis	✓	✓	✓					✓	
Brian	✓		✓						
Liliana									
Chris	✓	✓		✓			✓		
Jennifer		✓							
Daniel	✓	✓	✓						
Kylie	✓		✓						
Berrell	✓			✓					
Victoria	✓	✓	✓		✓				
Jonathon	✓								
Megan	✓	✓							
Braden	✓								
Camie	✓	✓	✓	✓	✓	✓		✓	✓
Cory	✓		✓						
Keisey	✓								
Nathan	✓	✓		✓					
Makaylah	✓	✓	✓		✓				

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**Sample Class:** The majority of this class has mastered the Zeroes and Ones (Lesson 1), but gaps become very evident in the Twos and increase with each lesson. Although an instructor might opt to start at the beginning with Lesson 1, it is possible to begin with Lesson 2 as previous lessons are reviewed in both the videos and practice pages. The two students who did not know the Zeroes and Ones (above) will probably gain that knowledge while viewing the Lesson 2 video and doing the accompanying practice pages. A Lesson 1 flipbook could also be given to those students for home study.