



Principals' Training Center
PTCnet Survey

Topic Math Facts Programs

Query Our school is working on setting up math facts benchmarks for grades 1-5. If your school administers **timed math facts**, I would be very interested in finding out about:

- a. What program you use?
- b. Do you have set benchmarks for math facts?
- c. Are these graded?

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Query Submitted and collated by Katharine Piotrowski, Assistant Principal for Curriculum for the Content Areas K-5, American School Foundation of Monterrey

Total number of responses 4

Individual responses

School	Math Facts Approach
International School of Kuala Lumpur	We use Everyday Math as our primary resource. We do common assessments 3 times per year with the first acting as the baseline. Please find attached a form that reflects our expectation 1-5. We try to emphasis accuracy whilst expecting a reasonable degree of speed. I will be very interested to see your other responses.
American School of London	We use a variety of approaches - the games from Everyday Math, which we still use at this point (a K-12 math review starting up here). a "homemade" program in grade 2 we call "roll and write" where the children gradually work their way through increasingly difficult facts and 3 addend equations using dice (roll 30 times and write each equation and solve as you go- when you master, move to the next level; we scribe for kids who find the writing challenging). In grades 3 and 4, we use more technology (link to our LS learning links below with math practice sites), including participating in World Math Day (grade 3), ALEKS (http://www.aleks.com/k12/course_products) which is an online subscription. Our grade 4 kids are loving it (using from home, teacher can go in and see how they are doing, a little tricky to set up as parents needed Adobe or similar to use). Also, if schools use the Accelerated Reader (we do, but ONLY the comprehension questions, not the points, etc), our librarian mentioned that there is a math facts program as well (Math in a Flash, I believe she said).



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	<p>We try to keep timed math tests limited. We do "mad minute" in grades 3 and 4 but we stop the kids at the time and then they pick up another colored pencil and keep going so those kids who are worried get to finish. I have significant concerns about anxiety and timed math tests based on research and we try to be careful about how much we emphasize that, while still telling kids and parents that automaticity is important.</p> <p>Benchmarks: Grade 1 - + to 12 and - to 10 Grade 2 - + and - to 12 (mid-year) and to 20 by end of year Grade 3 - spends fall working on + and - to 20 (for those who haven't mastered and those new) and multiplication facts (X 0 up through X 5 and X10) Grade 4 - spends fall memorizing all multiplication facts (through X12) and expecting mastery; division by end of year (but not all facts by all kids)</p> <p>We "grade" numeration on our progress report using "beginning", "approaching", "meeting" (expectations), "exceeding"</p>
<p>Riffa Views International School Bahrain</p>	<p>We don't have a math facts timed program that we use at our school but I did make up a self-marking spreadsheet that I have used with students. Questions can be made very easily and then the sheets self correct. It can also be graphed. It would mainly be used by parents to practice at home.</p>
<p>International School for Luxemburg</p>	<p>We use FASTT MATHS in our Lower School from Grade 1 - Grade 5. here is the link: http://www.tomsnyder.com/fasttmath/index.html</p> <p>We do not have set benchmarks for number facts - the kids must just master an operation before they can move on. There are built in reports, the kids see their progress and they are given further practice of particular facts if they need additional help. There are also homework sheets generated for individual kids depending on the level of achievement. The kids are completely self-sufficient in their use of this programme.</p> <p>We don't 'grade' their progress - the results are built in and are individual to the students, although that having been said, grade level agreement on levels of achievement will be reported as 'developing, meeting or exceeding' the grade level expectation when it comes to writing student report cards.</p>