



# Mid-Year Assessment

## Standards-Based Mathematics

# Using the Simple Solutions Mid-Year Math Assessment: A Teacher's Guide

This **Simple Solutions Mid-Year Standards-Based Math Assessment** is designed to help you evaluate student progress halfway through the year, providing valuable insights into individual performance, class mastery, and where students need your targeted support most.

## Why Use These Assessments



**Standards Aligned:** Each item connects directly to grade-level math standards



**Data-Driven Instruction:** Use results to pinpoint strengths and gaps



**Built-in Review:** Prepares students for year-end assessments while reinforcing prior learning



**Easy to Administer:** Flexible timing and straightforward format

## Before the Assessment:



**Follow the Simple Solutions Approach and Routine** in the weeks leading up to the Mid-Year Assessment to review covered standards, ensure students are familiar with all topics, and give students ample practice with this routine.



**Set and consistently reinforce** clear testing expectations, such as silent voices, eyes on your own paper, and raise your hand.



**Use any remaining time** to check your work.



**Decide** if your assessment will be taken on paper or digitally through the S<sup>2</sup>TaR Center.

## During the Assessment:

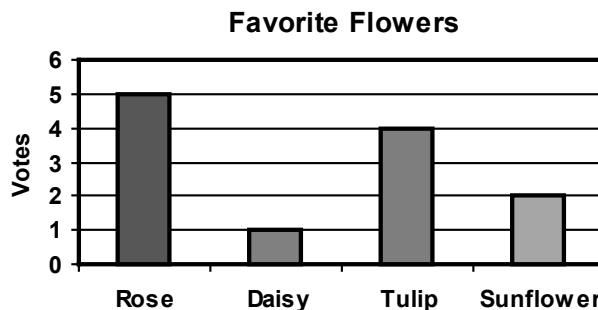
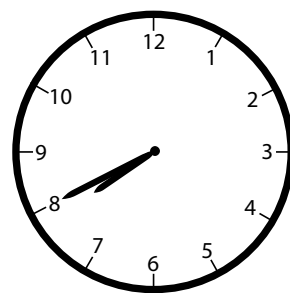
- ✓ **Tell students**, “Today, we are going to do a Mid-Year Assessment to see which \_\_ grade math skills you have mastered and which ones you might need extra help with. Do your best.”
- ✓ **Review** your class testing expectations.
- ✓ **Cover anchor charts** so students rely on their own knowledge.
- ✓ **Provide time checks** until time is up.

## After the Assessment:

- ✓ **Grade paper assessments** and enter data into the S<sup>2</sup>TaR Center. Digital quizzes are instantly graded.
- ✓ **Generate data reports** to analyze student needs and trends. Some data reporting options include:
  - Course Reports for class averages, student scores, individual student progress, and minutes spent completing each question
  - Standards Reports for class standards mastery, individual student’s standards mastery, and minutes spent completing each question
- ✓ **Use the Worksheet Generator** in the S<sup>2</sup>TaR Center to create additional practice aligned with student needs.
- ✓ **Share progress data** with students and families to celebrate growth and set goals.

**Mid-Year Assessment**

1. Harry is 5 years younger than Neil. Neil is 3 years older than Louis. Louis is 12. How old is Harry?
2.  $7 + 8 = ?$
3. Count by tens. 80, 90, \_\_\_\_\_, 110, 120, \_\_\_\_\_
4. Write the base ten number for two hundred ninety-five.
5. Write the sign ( $<$ ,  $>$ , or  $=$ ) that makes this sentence true.  $749 \bigcirc 974$
6.  $87 - 46 = ?$
7. How much money do you have if you have two dollar bills, two quarters, and one penny?
8. What time is shown on the clock?
9. What is the best tool for measuring in inches?
10. Would Ava's little brother be 33 inches or 33 feet tall?
11. What number is 100 less than 673?
12.  $427 + 395 = ?$
13. How many children like tulips and sunflowers?
14. How many sides does a pentagon have?
15. Draw a rectangle that is divided into fourths.

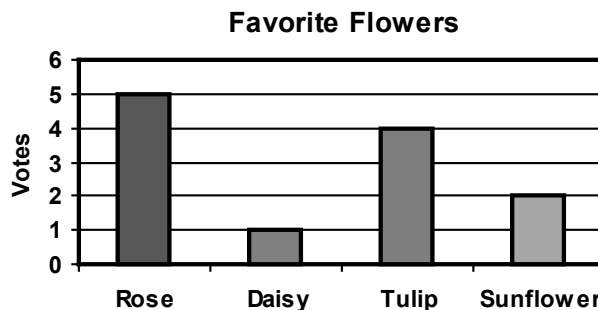
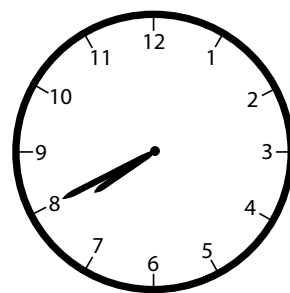


**Mid-Year Assessment**

<b>1.</b> 2.OA.1	<b>2.</b> 2.OA.2	<b>3.</b> 2.NBT.2
<b>4.</b> 2.NBT.3	<b>5.</b> 2.NBT.4	<b>6.</b> 2.NBT.5
<b>7.</b> 2.MD.8	<b>8.</b> 2.MD.7	<b>9.</b> 2.MD.1 <input type="checkbox"/> scale <input type="checkbox"/> ruler <input type="checkbox"/> measuring cup <input type="checkbox"/> meter stick
<b>10.</b> 2.MD.3	<b>11.</b> 2.NBT.8	<b>12.</b> 2.NBT.7
<b>13.</b> 2.MD.10	<b>14.</b> 2.G.1	<b>15.</b> 2.G.3

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<b>1.</b> 2.OA.1  10 years old	<b>2.</b> 2.OA.2  15	<b>3.</b> 2.NBT.2  100, 130
<b>4.</b> 2.NBT.3  295	<b>5.</b> 2.NBT.4  <	<b>6.</b> 2.NBT.5  41
<b>7.</b> 2.MD.8  \$2.51	<b>8.</b> 2.MD.7  7:40	<b>9.</b> 2.MD.1  <input type="checkbox"/> scale <input checked="" type="checkbox"/> ruler <input type="checkbox"/> measuring cup <input type="checkbox"/> meter stick
<b>10.</b> 2.MD.3  33 inches	<b>11.</b> 2.NBT.8  573	<b>12.</b> 2.NBT.7  822
<b>13.</b> 2.MD.10  6 children	<b>14.</b> 2.G.1  5	<b>15.</b> 2.G.3  