



# Group Report

A Group Report, available for a whole class or part of a class, provides a snapshot of the strategies and understandings used by the students, organized into four categories:
















- Consistently Demonstrated (75–100% of students)
- Often Demonstrated (50–74% of students)
- Sometimes Demonstrated (25–49% of students)
- Rarely Demonstrated (0–24% of students)

Look in this column for strategies and understandings that were demonstrated by 75% or more of your students.

Look in this column for strategies and understandings that were rarely demonstrated by your students.

Strategies and understandings marked with a plus icon  are appropriate for the problems listed. Minus icons  indicate strategies not appropriate for the numbers at hand.

For the Written Computation section, each problem is placed to show the percentage range of students who computed it accurately.

Group Report: Whole Numbers				
MELODY TEST CLASS Start Date: 01-Sep-2011 End Date: 23-Jan-2012			Legend  Appropriate for the numbers at hand  Not appropriate for the numbers at hand	
Interview Students: 8				
Category	Consistently Demonstrated (75–100% of Students)	Often Demonstrated (50–74% of Students)	Sometimes Demonstrated (25–49% of Students)	Rarely Demonstrated (0–24% of Students)
Adding and Subtracting Mentally		<ul style="list-style-type: none"> <li> Breaks numbers apart to add or subtract (62%)</li> <li> Uses benchmark numbers to add or subtract (50%)</li> <li> Uses addition to solve subtraction problems (62%)</li> <li> Uses standard algorithm to add or subtract (50%)</li> </ul>		<ul style="list-style-type: none"> <li> Counts by 1s (12%)</li> </ul>
Multiplying and Dividing Mentally	<ul style="list-style-type: none"> <li> Uses known facts and place value to multiply or divide (75%)</li> </ul>	<ul style="list-style-type: none"> <li> Uses benchmark numbers to make estimates (50%)</li> <li> Uses standard algorithm to multiply or divide (62%)</li> </ul>	<ul style="list-style-type: none"> <li> Breaks numbers apart to multiply or divide (25%)</li> </ul>	<ul style="list-style-type: none"> <li> Figures exact answer when asked to estimate (12%)</li> </ul>
Applying Understanding	<ul style="list-style-type: none"> <li> Uses inverse relationship of addition and subtraction (100%)</li> </ul>	<ul style="list-style-type: none"> <li> Uses distributive property (50%)</li> <li> Models with mathematics to solve problems in context (50%)</li> </ul>		
Written Computation Students: 7				
Category	75–100% of Students	50–74% of Students	25–49% of Students	0–24% of Students
Computing Accurately with Paper and Pencil	<ul style="list-style-type: none"> <li>5000 - 328 (100%)</li> <li>842 × 35 (100%)</li> <li>275 + 22 (100%)</li> </ul>			<ul style="list-style-type: none"> <li>3423 ÷ 6 (14%)</li> </ul>