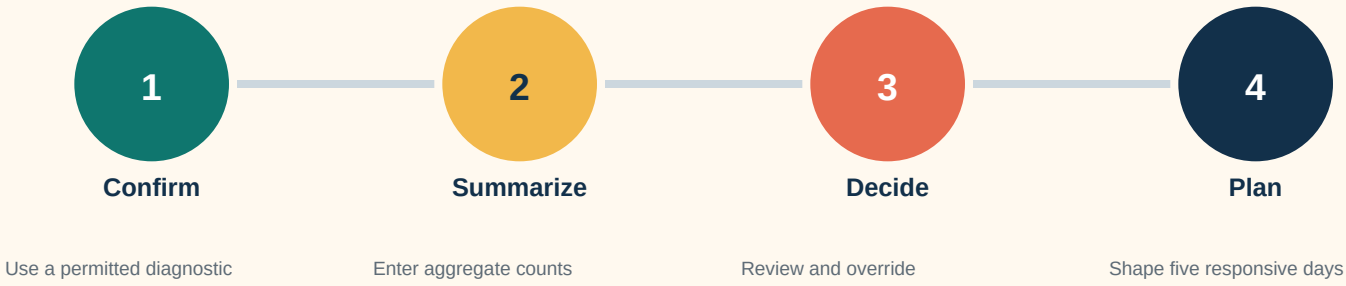
FREE COMPANION

Ontario Grade 4 Math Diagnostic Results-to-Next-Steps Planner

Turn anonymous class-level evidence into a focused five-day instructional response - while keeping professional judgement and privacy in the lead.

A four-move planning flow



Evidence at a glance



Five-day response arc



Flexible groups. Multiple representations. New evidence.

Scope: a planning companion, not a diagnostic assessment. It is not Ministry-, board-, or EQAO-approved and must not be used for grading, placement, identification, IEP, or special-education decisions.

START HERE

Use the companion without widening the data footprint

The planner begins after a teacher has selected and used an assessment tool permitted by the school or board.

1 Confirm

Confirm the diagnostic source, task quality, accessibility, and opportunity to learn.

2 Summarize

Transfer only anonymous class totals across the eight focus areas.

3 Decide

Treat formulas as triage suggestions. Review, reorder, or override with professional judgement.

4 Plan

Choose a short response, collect new evidence, and regroup flexibly.

PRIVACY BOUNDARY

Enter only aggregate class counts

- Do not enter names or initials.
- Do not enter student numbers or contact details.
- Do not enter individual marks or identifiable work.
- Do not enter IEP, special-education, medical, or accommodation records.
- Do not enter free-text notes about individual students.

PROFESSIONAL JUDGEMENT

A suggestion is not a decision

Ontario PPM 155 places diagnostic assessment within professional judgement and local board policy. Use the planner to organize evidence, not to assign a label or determine a student's program. Consider task quality, access, language demands, context, mathematical processes, and other classroom evidence before acting.

Not for grading, placement, identification, IEP, or special-education decisions.

Digital tools: if a teacher later uses TeacherLens or another approved tool to create generic practice, keep prompts class-level and non-identifying. Teacher review is required before any generated material is used.

PRINTABLE WORKSHEET

1. Class summary - anonymous totals only

Transfer counts from any school- or board-permitted diagnostic. Check that each row total equals the number assessed.

Total students assessed: _____

One total per focus area: Secure + Developing + Needs support

Focus area	Ontario strand	Secure	Developing	Needs support	Row total check
Place value and magnitude	B - Number				
Addition and subtraction reasoning	B - Number				
Multiplication and division reasoning	B - Number				
Fractions and decimal connections	B - Number				
Patterns, equality, and coding	C - Algebra				
Data literacy and probability	D - Data				
Geometry and measurement	E - Spatial Sense				
Money and financial decisions	F - Financial Literacy				

Before you interpret

Confirm missing responses, access barriers, unfamiliar contexts, and opportunity to learn. A count can identify a class-level pattern to investigate; it cannot identify why the pattern occurred.

DECISION AID

2. Priority snapshot - review, then override

The weighted score organizes class-level patterns. It is not an achievement level, cut score, norm, or student classification.

Suggested score

Needs support share + 0.5 x Developing share

Use the formula only after each row total is valid. Blank or unreliable evidence should remain Not assessed.

High	Medium	Monitor
55% or more	30% to 54%	Below 30%
Investigate and respond soon	Plan support and monitor	Maintain and recheck

Focus area	Support rate	Formula suggestion	Teacher override	Class-level rationale
Place value and magnitude				
Addition and subtraction reasoning				
Multiplication and division reasoning				
Fractions and decimal connections				
Patterns, equality, and coding				
Data literacy and probability				
Geometry and measurement				
Money and financial decisions				

Teacher checkpoint: override when task quality, access, language, context, opportunity to learn, or other evidence changes the instructional interpretation. Keep the rationale class-level; do not record names or individual notes.

TEACHING MAP 1 OF 2

3. Misconception-to-next-step teaching map

Use each pattern as a hypothesis to investigate, not a label. Adapt every move to the actual task, learner access, and current evidence.

Place value and magnitude

B - NUMBER



PATTERN TO INVESTIGATE

Reads by the first visible digit, misses a zero placeholder, or misplaces a value on a number line.

FIRST MOVE

Build, draw, and name the same number on a place-value chart. Locate it between two benchmarks.

FIVE-MINUTE CHECK

Order 3,405; 3,450; and 3,054. Explain one comparison using place value.

ACCESS

Pre-label places, reduce visual load, and allow pointing or an oral explanation.

EXTEND

Create two numbers that meet a comparison and prove the choice in two ways.

Addition and subtraction reasoning

B - NUMBER



PATTERN TO INVESTIGATE

Chooses an operation from a keyword, loses place value when regrouping, or ignores an unreasonable answer.

FIRST MOVE

Estimate first. Connect open-number-line jumps to a written method and check against the estimate.

FIVE-MINUTE CHECK

Estimate and solve 2,458 - 1,736. Explain how the estimate checks the result.

ACCESS

Use smaller numbers first, colour-code place columns, and offer one worked first step.

EXTEND

Compare two valid methods and explain which is more efficient for these numbers.

Multiplication and division reasoning

B - NUMBER



PATTERN TO INVESTIGATE

Counts one-by-one, confuses number of groups with group size, or cannot connect inverse facts.

FIRST MOVE

Show one situation as equal groups, an array, and a related multiplication-division fact family.

FIVE-MINUTE CHECK

Six boxes hold eight markers each. Show the total and one related division fact.

ACCESS

Keep factors visible, use an equal-groups sentence frame, and rehearse skip-count patterns.

EXTEND

Write a new context for the same equations and explain what each factor means.

Fractions and decimal connections

B - NUMBER



PATTERN TO INVESTIGATE

Uses denominator size alone, counts unequal parts, or disconnects tenths from decimal notation.

FIRST MOVE

Use equal-length fraction strips and a number line to compare before naming a rule.

FIVE-MINUTE CHECK

Compare 3/4 and 3/8 with a model. Show seven tenths as a fraction and decimal.

ACCESS

Use identical wholes and pre-partitioned models. Allow shading, pointing, or oral explanation.

EXTEND

Find two fractions between 1/2 and 1 and defend their placement on a number line.

TEACHING MAP 2 OF 2

3. Misconception-to-next-step teaching map

Use each pattern as a hypothesis to investigate, not a label. Adapt every move to the actual task, learner access, and current evidence.

Patterns, equality, and coding

C - ALGEBRA



PATTERN TO INVESTIGATE

Extends without stating a rule, treats equals as 'answer next,' or cannot predict an output.

FIRST MOVE

Use a balance model and input-output table. Describe what changes and what stays constant.

FIVE-MINUTE CHECK

Solve 7 + ? = 12 + 3. Extend a pattern and state a rule for a later term.

ACCESS

Read rules aloud, chunk steps, and provide arrows plus one worked input-output pair.

EXTEND

Create a different rule with the same first three outputs, then show where it diverges.

Data literacy and probability

D - DATA



PATTERN TO INVESTIGATE

Reads height without the scale, compares categories imprecisely, or makes an unsupported claim.

FIRST MOVE

Rebuild a small display from a table. Connect every claim to a labelled value.

FIVE-MINUTE CHECK

A graph scale counts by 2. Find most, least, and the difference; cite each value used.

ACCESS

Highlight scale and labels, reduce categories, and offer a claim-evidence frame.

EXTEND

Change one value so a claim becomes true. Explain the smallest possible change.

Geometry and measurement

E - SPATIAL



PATTERN TO INVESTIGATE

Confuses perimeter with area, omits units, or names a shape by appearance instead of properties.

FIRST MOVE

Tile the inside and trace the outside of one rectangle. Record the correct unit for each measure.

FIVE-MINUTE CHECK

Draw two rectangles with the same area and different perimeters. Label all units.

ACCESS

Provide a labelled model, use tracing and tiling, and separate one measure at a time.

EXTEND

Find all whole-number rectangles for a target area and compare their perimeters.

Money and financial decisions

F - FINANCIAL



PATTERN TO INVESTIGATE

Combines values incorrectly, confuses cost with change, or accepts an unreasonable total.

FIRST MOVE

Build the total with play money, estimate, then use an open number line to find change.

FIVE-MINUTE CHECK

Choose two items, estimate and calculate the total, then find change from a stated amount.

ACCESS

Use whole-dollar prices first, colour-code cost and payment, and provide a calculation frame.

EXTEND

Compare two purchase plans under a budget and justify the stronger choice with totals.

FLEXIBLE RESPONSE

4. Grouping planner - organize the response, not the students

Form temporary groups from current evidence, use neutral labels, and change the grouping as soon as new evidence supports a change.

Whole-class focus _____

Evidence to confirm _____

Response A

Rebuild meaning

CLASS-LEVEL EVIDENCE

FIRST MOVE

MODEL OR SCAFFOLD

SIGNAL TO REGROUP

Neutral labels only. Do not list student names or record individual data on this page.

Response B

Connect representations

CLASS-LEVEL EVIDENCE

FIRST MOVE

MODEL OR SCAFFOLD

SIGNAL TO REGROUP

Neutral labels only. Do not list student names or record individual data on this page.

Response C

Transfer and extend

CLASS-LEVEL EVIDENCE

FIRST MOVE

MODEL OR SCAFFOLD

SIGNAL TO REGROUP

Neutral labels only. Do not list student names or record individual data on this page.

Grouping check: Does every learner have access to grade-level ideas, multiple representations, mathematical talk, and a route into extension? Regroup from new evidence, not from a fixed identity.

FIVE-DAY PLANNER

5. Build a short, responsive instructional arc

Keep the arc provisional. Each day adds evidence that may change the next day's whole-class focus, support, or extension.

1 Confirm	2 Represent	3 Connect	4 Transfer	5 Recheck

Day	Whole-class focus	Flexible support response	Core or extension practice	Evidence to collect
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				

Teacher adjustments - class-level only

EVIDENCE CYCLE

6. Design a five-minute check and decide what happens next

A useful check separates conceptual evidence from calculation slips and gives more than one accessible way to show the mathematics.

QUICK-CHECK BUILDER

LEARNING TARGET

PROMPT OR TASK

EXPECTED EVIDENCE

ACCESS ROUTE

EXTENSION ROUTE

Aggregate tally

- Secure _____
- Developing _____
- Needs support _____

Class-level reflection

What representation helped?

What pattern still needs investigation?

What scaffold can be faded?

What new example will distinguish why?

Decision path

Pattern confirmed? → **Access barrier?** → **New evidence?** → **Regroup and plan**

Interpret cautiously: one response may reflect task wording, language, confidence, fatigue, access, or calculation as well as conceptual understanding. Use another accessible example before drawing a conclusion. Record only new aggregate counts in this companion.

SYNTHETIC EXAMPLE

7. See the workflow with a fictional class of 24

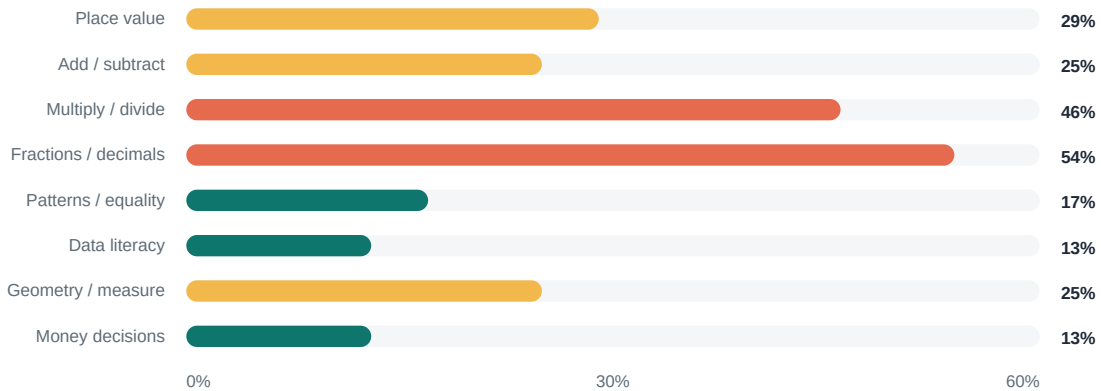
These numbers are invented only to demonstrate the planner. They are not a benchmark, norm, cut score, or recommended class profile.

Formula: Needs support share + 0.5 x Developing share

Priority 1: Fractions / decimals | Priority 2: Multiply / divide

Focus	Secure	Developing	Needs support	Support rate	Score	Suggestion
Place value	8	9	7	29%	48%	Medium
Add / subtract	10	8	6	25%	42%	Medium
Multiply / divide	5	8	11	46%	63%	High
Fractions / decimals	4	7	13	54%	69%	High
Patterns / equality	12	8	4	17%	33%	Medium
Data literacy	14	7	3	13%	27%	Monitor
Geometry / measure	9	9	6	25%	44%	Medium
Money decisions	13	8	3	13%	29%	Monitor

Needs support share - fictional data



Teacher interpretation: fractions / decimals and multiplication / division rise first in this model. Confirm each pattern with accessible tasks, then consider context, opportunity to learn, and other evidence before setting the sequence.

SYNTHETIC EXAMPLE

8. A fictional five-day response plan

The sequence models a short response to the fictional class pattern. A real teacher would adapt or replace every move from current evidence.

Day	Whole-class focus	Support response	Core or extension	Evidence
Day 1	Confirm fraction and decimal evidence with equal-whole models.	Compare 3/4 and 3/8 with strips and a number line.	Represent two fractions two ways; place two new fractions between 1/2 and 1.	One model plus one oral or written explanation.
Day 2	Connect tenths as fractions, grids, words, and decimal notation.	Build and name tenths with a pre-partitioned grid.	Match fraction, decimal, word, and model cards; explain one false match.	Show 7/10 as 0.7 with a valid model.
Day 3	Link arrays, equal groups, and inverse facts.	Build six groups of eight and write related equations.	Solve a matched multiplication-division pair; write a new context.	Model plus one multiplication and one division equation.
Day 4	Transfer place value into multi-step number reasoning.	Order 3,405; 3,450; and 3,054 on a number line.	Estimate, solve, and check; create numbers that meet a comparison condition.	Reasoning cites the value of a specific digit.
Day 5	Use a low-stakes check across the three priorities.	Recheck one new example with reduced scaffolds.	Complete one independent example per focus; write a follow-up question.	Record new aggregate counts and regroup flexibly.

This example assigns no learners to groups and includes no individual records. The teacher would decide grouping, supports, task timing, and next evidence through professional judgement and local policy.

SOURCES AND TERMS

9. Official context, version notes, and responsible-use terms

Use the live source pages and current school or board direction when applying this independent educator resource.

1

Ontario Grades 1-8 mathematics curriculum

Curriculum overview and links for the 2020 mathematics curriculum.

https://www.ontario.ca/page/math-curriculum-grades-1-8

2

Ontario PPM 155: Diagnostic Assessment in Support of Student Learning

Provincial policy direction on diagnostic assessment, board policy, and professional judgement.

https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-155

3

Ontario Learning for All: A Guide to Effective Assessment and Instruction

Ontario guidance on assessment for learning, differentiated instruction, and planning from evidence.

https://files.ontario.ca/edu-learning-for-all-2013-en-2022-01-28.pdf

RESPONSIBLE-USE TERMS

Version 1.0 - 2026-08-20

- This is a results-to-next-steps companion, not a diagnostic assessment.
- It is independently published by Milestone Teachers and is not affiliated with or approved by the Ontario Ministry of Education, any school board, or EQAO.
- Use only with school- or board-permitted assessment tools and current local privacy requirements. Teacher professional judgement controls interpretation, grouping, instruction, and follow-up.
- Do not use this companion for grading, placement, identification, IEP, or special-education decisions.
- Keep the file local unless a school or board has approved another storage location. Enter only aggregate counts.

Scope: Ontario Grade 4 mathematics class-level diagnostic results. Review source pages and local requirements for updates before reuse.