

Date _____

Program Master 1

Inquiry Process Checklist

[illegible]

Program Master 2**Self-Assessment**

The behaviours described under each heading are examples; they are not intended to be an exhaustive list of all that might be observed. More detailed descriptions are provided under *Assessment for Learning*.

Students can use this format to guide reflection and self-assessment at the end of an activity, lesson, or unit. They can record their ideas on the form or in a journal.

1. Tell the main math topic or idea you learned about.

We learned about _____.

2. Show how it works. You can use numbers, words, or pictures.

Here is an example that shows how it works.

3. Tell why it is important.

You can give an example of how someone might use it.

One reason that this is important is:

4. Circle the word(s) that best tells how you understand it.

very well well partly not very well

5. Tell one way you can help yourself or someone else understand and remember what you learned.

Program Master 3

Self-Assessment: Problem Solving

Step 1. Understand.

Here is the information I know.

Here is what I am asked to do.

I understand the problem: not very well ☐ a little ☐ very well ☐

Step 2. Plan.

Here is a strategy I can use to solve this problem.

I can explain how it will work.

I think my plan will work: not very well ☐ a little ☐ very well ☐

Step 3. Solve.

Here is how I solved the problem.

(Use the back of this page to show your work.)

Here is my answer.

Step 4. Look Back.

I think my solution is: not very good ☐ partly good ☐ very good ☐

Here is another way I could have solved the problem.

Which way do you think is better? Tell why.

Name _____ Date _____

Program Master 4

My Learning Style

Think about the ways you best learn math.

Choose a math topic.

Which of these strategies helped you learn?

- Using counters, Base Ten Blocks, or other materials
- Making a picture
- Acting it out
- Talking with a partner

What helped you be successful?

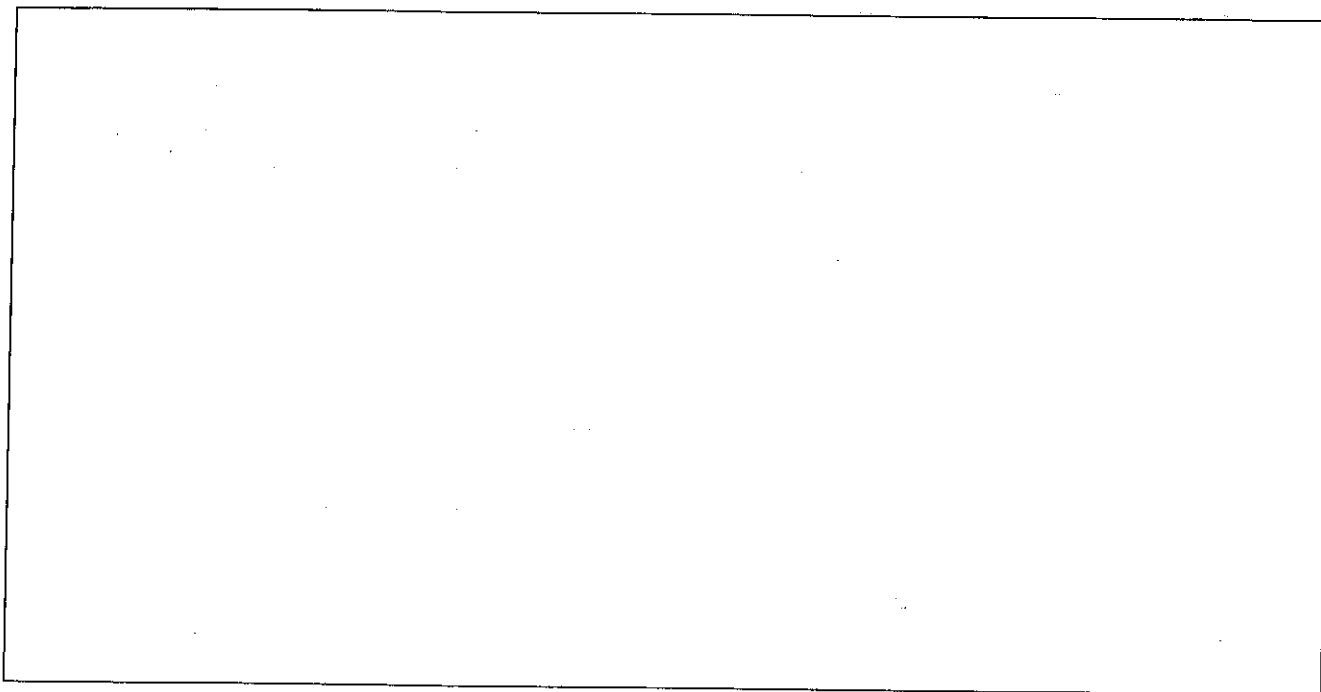
How I helped myself

How others helped me

Program Master 5

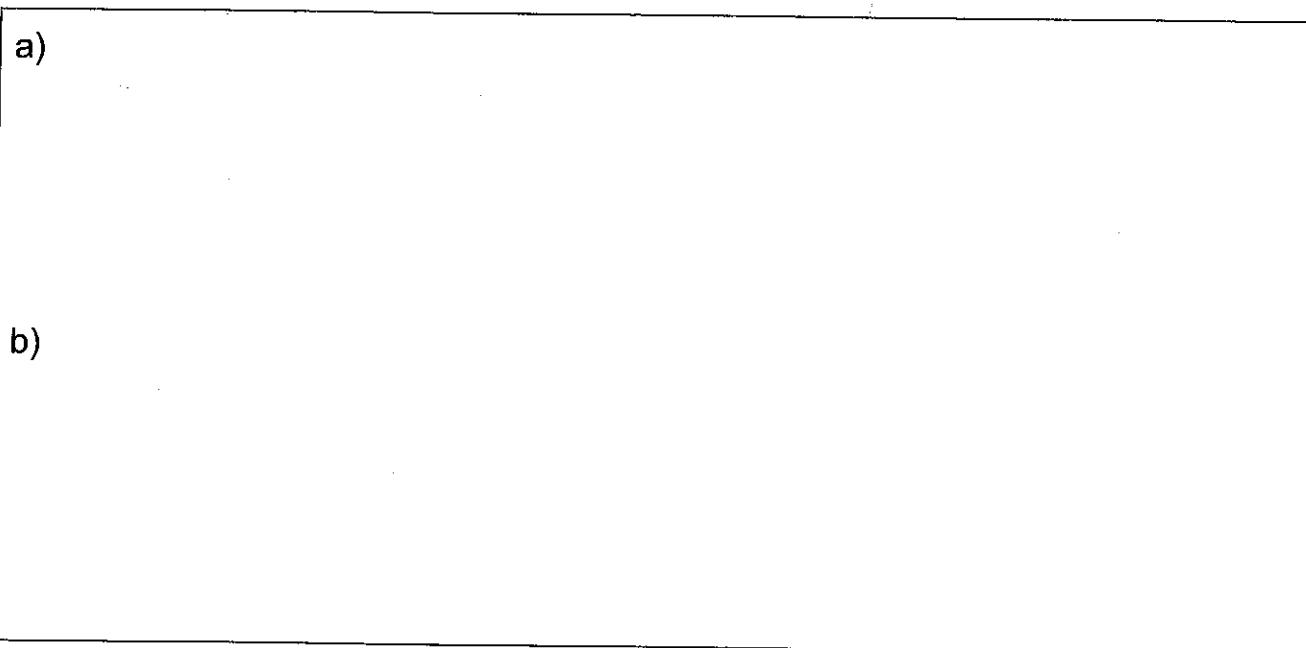
A Good Place for Learning

1. Use words and/or pictures to show a classroom where you could do your best math learning.



2. Tell about 2 things in your classroom that would help you learn math.

a)



b)

Program Master 6

Check Your Understanding

1. What were you learning about today?

2. What did you do to make sure you understood the math?

3. Which parts did you have to go over more than once, and think hard about?
Tell about what you did.

4. What did you do to make sure you would remember what you learned
and figured out?

Program Master 6

Check Your Understanding

1. What were you learning about today?

2. What did you do to make sure you understood the math?

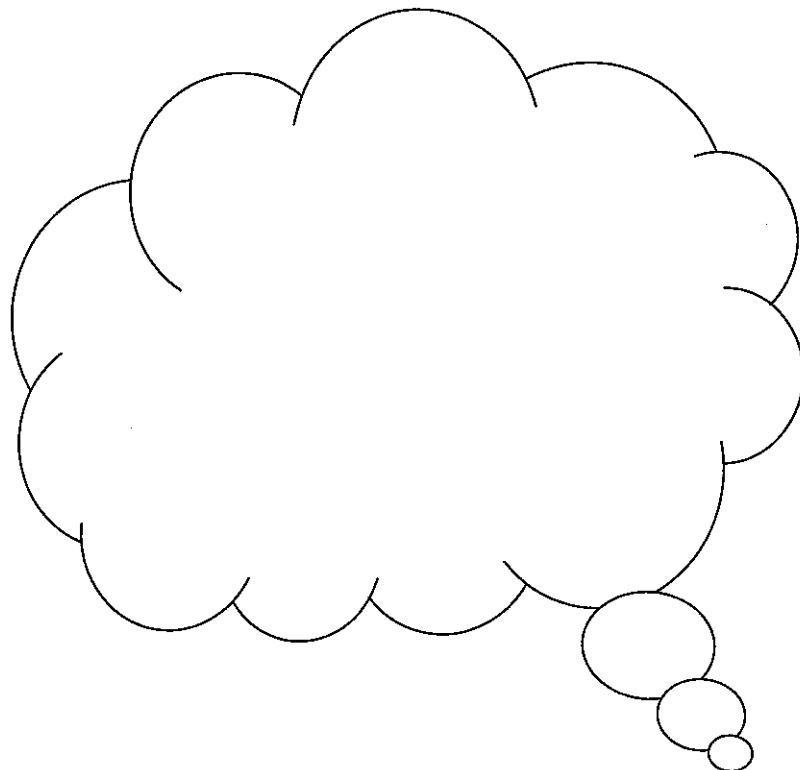
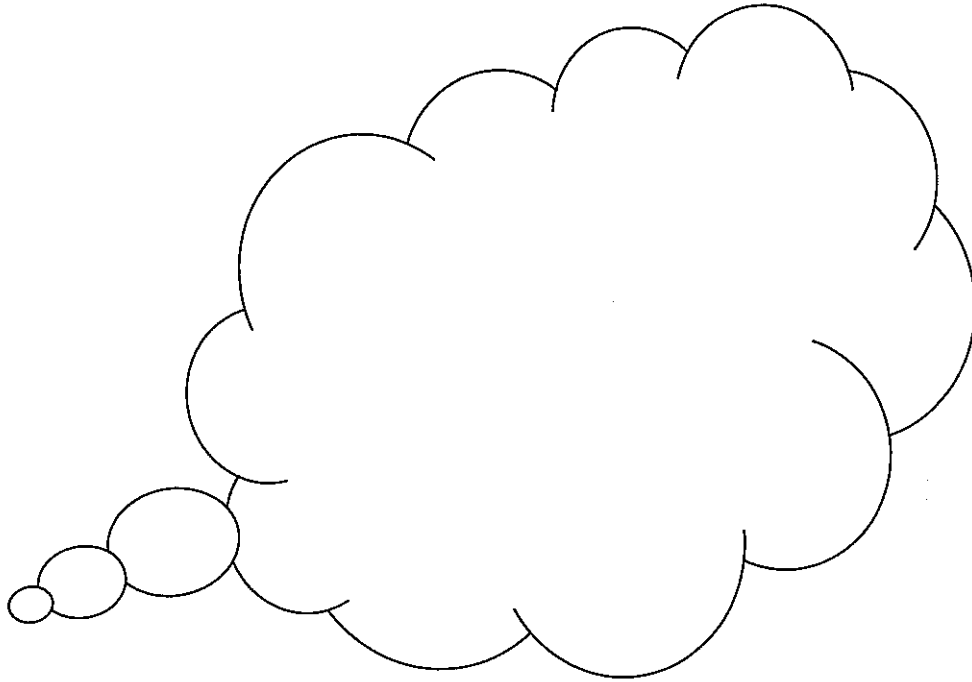
3. Which parts did you have to go over more than once, and think hard about?
Tell about what you did.

4. What did you do to make sure you would remember what you learned
and figured out?

Program Master 7

Your Thinking

Use these thought bubbles to show what you were thinking while you solved a math problem.



Program Master 8

Reflecting on My Work

1. What would you like your teacher or families to notice about your work in mathematics?

2. What part of your math did you work the hardest on? How did it turn out?

3. Tell about one important way your work in math has improved.

4. What would you like to work on and improve in mathematics?
How could your teacher or someone else help you?

Date _____

Program Master 9

Learning Skills Checklist

Record ongoing observations of students' learning skills. Use check marks or dates to indicate when behaviours are observed, or use the following key:

E—Excellent G—Good S—Satisfactory N—Needs Improvement

[illegible]

Name _____ Date _____

Program Master 10

Mathematical Dispositions and Learning Skills

Teachers can record observations about students' dispositions and learning skills once or twice during each unit by noting a rating (for example, 1 to 4, or E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement) along with brief comments.

Learning Skills	Observation 1		Observation 2	
	Rating*	Date/Evidence	Rating*	Date/Evidence
Independent work • shows self-responsibility • completes work on time and with care				
Initiative • takes risks in performing mathematical tasks • exhibits curiosity • shows enjoyment of mathematical experiences • approaches new tasks confidently				
Work habits • puts forward consistent effort • perseveres in mathematical tasks and projects • shows flexibility				
Class participation • contributes to mathematical discussions • contributes to co-operative problem solving • shares responsibility				
Problem solving • mathematically represents and organizes information • devises plans • carries out plans • self-checks to verify solutions • makes connections among different problems and solutions				
Goal setting • assesses own work; evaluates success • identifies goals • identifies specific steps or actions needed to improve • uses criteria				

*Use notes, or locally or provincially approved levels, symbols, or numeric ratings.

Name _____ Date _____

Program Master 11

Observation Record 1

This form can be used to observe three students who are working together or who are in close proximity.

Unit _____ Lesson _____ Activity _____

	Observation Notes
Name _____ *Focus: CU, PK, PS, CM Observed strengths: Observed needs:	
Name _____ *Focus: CU, PK, PS, CM Observed strengths: Observed needs:	
Name _____ *Focus: CU, PK, PS, CM Observed strengths: Observed needs:	

*Circle one or more to indicate the focus of your observations and notes:

CU – Conceptual understanding **PK** – Procedural knowledge
PS – Problem-solving skills **CM** – Communication

Name _____ Date _____

Program Master 12

Observation Record 2

Use this form to record ongoing observations over a period of time. You can record more than one date/observation in each category.

Observation period from _____ to _____

Observation Notes
Conceptual understanding
Procedural knowledge
Problem-solving skills
Communication
Summary <i>Strengths:</i>
<i>Needs:</i>
<i>Next steps:</i>

Program Master 13**Conference Prompts**

Teachers can select and develop questions and prompts to use during both formal and informal conferences and interviews with students. Answers will often provide evidence of more than one category.

Note: The questions are not intended to provide an overall sequence/conference outline. They are examples.

Problem-solving skills Explain the problem to me. What have you tried? How did you decide where to start/what to do? Were there any places where you got stuck? How did you get going again? Why did you choose ...? How did you solve ...? Show/tell me about your thinking. Show me another way ... What other ways could someone solve this problem? Have you found all possible solutions/answers? How do you know? What advice would you give someone else who had to solve a problem like this? Can you make up another problem like this for me to solve? Here's what I saw you do ...	Conceptual understanding Tell me what you know/learned about ... Tell me about your thinking ... How do you know ...? Why does ...? Tell me how you could ... Show me ... What do you predict/think will happen if ...? Why? Does that make sense to you? Tell me why/why not. How could you explain this to someone who has not learned it yet? Explain what you need to do ... About how much/how many ...? Tell me about your thinking—how did you decide on your estimate? What is the same/different ...? What questions do you have about ...?
Procedural knowledge How many ...? Show me how to ... What answer/solution do you have? Does that make sense to you? How could you check? How did you get that answer/solution? Have you answered all the parts? Why is this important? How could you use ... outside of school? How is ... connected to ...? Have you done work like this before? Tell me about it.	Communication Can be observed as children respond, through speech, writing, and drawing, to questions such as those listed above. Also: Is there another way to say/show that? What do you call that? Does it have another name? How could you tell/show someone else what you learned/found out? Tell me what you did.

Name _____ Date _____

Program Master 14

Work Sample Records

Teachers can use this form to record key information about a portfolio or collection of work samples they select to keep as evidence of learning.

Date and strand Description of task	What this sample shows about student learning