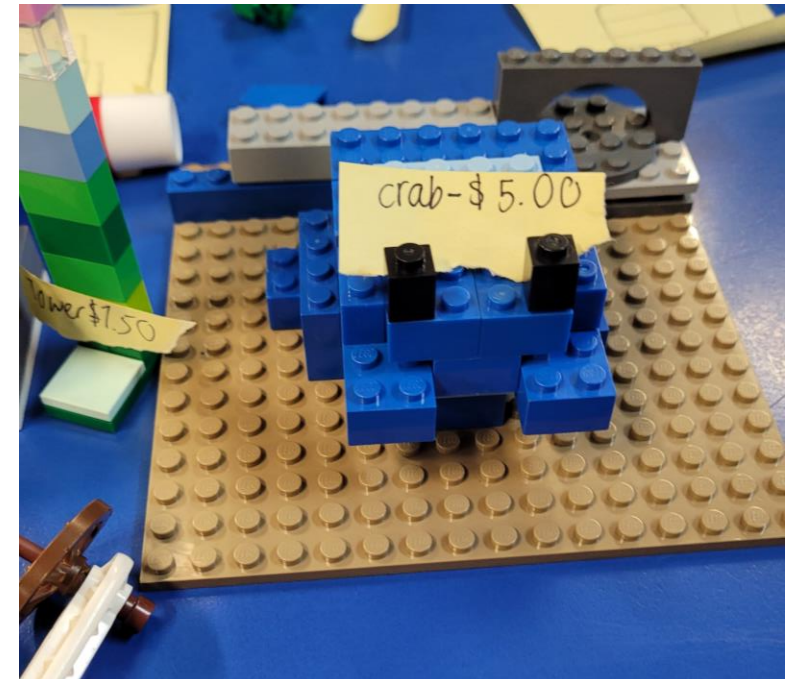
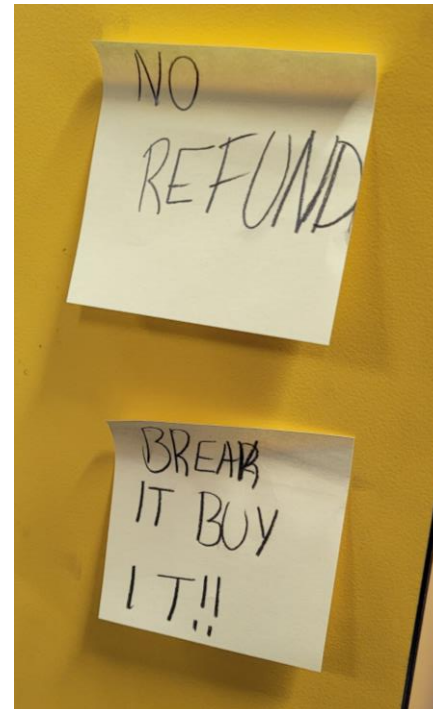


Welcome!

Share a highlight
from a recent maths
lesson with the
person next you.



Unlocking Student Potential: Informal assessment in the primary mathematics classroom.

Anita Green



Introduction – why informal assessment?

- Data driven
- Report writing
- Bastow project – NAPLAN questions
- My PhD – teacher noticing
- Focus on ‘thinking’

Importance of task choice

It's my job to organise an excursion for the Grade 1's and 2's this term. On this excursion there will be 187 students going and they will need to be put into groups of 8 max. I need to know how many groups there will be to work out how many adults I need to come along on the excursion. Can you help me?





Four Piles task

Four Piles Problems Challenge 1

To place twenty blocks into four piles such that:
The first pile has three more than the third pile.
The third pile has one more than pile two.
Pile four has twice as many as pile two.

(From Maths 300)



Observational Assessment

- What might we be looking for?
- What questions could we ask?
- What prompts could we give?
- How might we differentiate the task?

Observation task

- Choose who will be the students and who will be the observers

Countdown

Reset cards and target

442

Generate new target

100

3

1

8

8

6

Possible using 6 cards

Replay code: 100,3,1,8,8,6,442



Observation task

- What did notice?
- What did you focus on?
- Did you:
 - ask questions
 - prompt
 - note anything interesting
- Where to next?

Observation task

- Time to swap roles!

Challenge: Adding all 9

1, 2, 3, 4, 5, 6, 7, 8, 9

Using all the digits from 1 - 9 (only once each) make an equation to equal as close to 100 as you can.



Observation task

- What did notice?
- What did you focus on?
- Did you:
 - ask questions
 - prompt
 - note anything interesting
- Where to next?



Informal Assessment – benefits

- Assessing the proficiencies
- Assists with differentiation
- Effectively monitoring progress
- Identifying misconceptions
- Providing timely feedback



Informal Assessment – things to consider

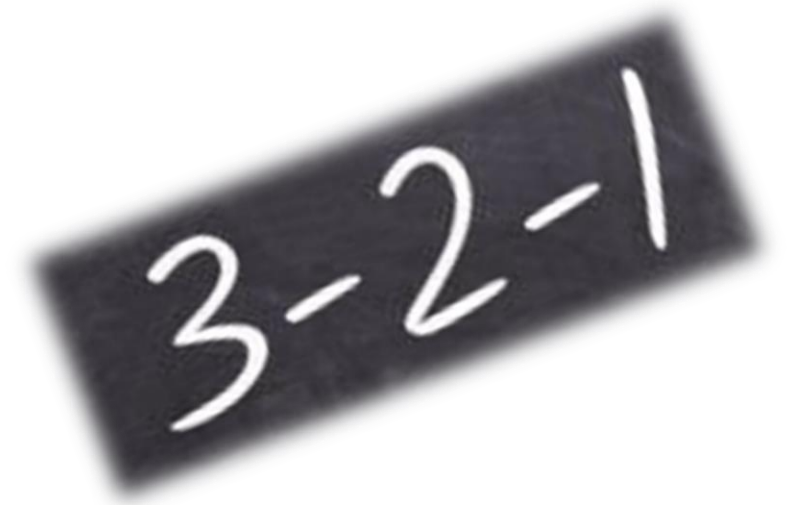
- Embedding assessment
- Task choice
- Blending informal and formal assessment
- Anticipate - possible answers, misconceptions, questions
- Flexibility

Exit ticket: 3, 2, 1

Incorporating informal assessment

Think of a lesson you have planned for next week.

- Write 3 things will you be looking for
- Write 2 questions you could ask
- Write 1 prompt you could use



Be in it to WIN!



A02 - (Year 1 to Year 6) Supporting High Potential and Gifted Learners in Mathematics

Pedagogy

-  Add to Favourite >
-  Complete the Survey >
-  Description >

Speaker



Dr Chrissy Monteleone
ACU