

Assessment through Curricular Competencies: Questions to Prompt

<p>Reasoning and Analyzing</p> <ul style="list-style-type: none"> • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use reasoning and logic to explore and make connections 	<ul style="list-style-type: none"> • How did you estimate..? • Explain how the referent helped you...? • Is the total closer to 5 or 10? • When you explored ways to decompose the number, how can you prove that you have the same quantity? • When might you need to partition numbers? • What strategies did you use to solve the problem? • How would you justify your solution?
<p>Understanding and Solving</p> <ul style="list-style-type: none"> • Using multiple strategies to engage in problem solving (i.e. Visual, oral, role-play, experimental, written, symbolic) • Develop, construct, and apply mathematical understanding through role play, inquiry, and problem solving • Engage in problem-solving experiences that are connected to place, story and cultural practices relevant to the local community 	<ul style="list-style-type: none"> • When you explored ways to ..., how can you prove that you have the same? • When might you need to ...? • How many ways..? Show your strategies. • How might you apply what you learned...? • Why did you choose a specific strategy?
<p>Communicating and Representing</p> <ul style="list-style-type: none"> • Communicate in many ways (concretely, pictorially, symbolically, and using spoken or written language to express, describe, explain, and apply mathematical ideas) • Describe, create, and interpret relationships through concrete, pictorial and symbolic representations • Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking 	<ul style="list-style-type: none"> • What did you notice? • How could you represent you thinking (concretely, pictorially, symbolically)? • How would you explain the strategy you used? • Explain how you solved the problem. • Explain what you learned. • Draw a picture to show your thinking. How would your describe your solution? • How would you model the concept and explain your thinking to others? • Describe and compare... • How would you interpret the relationships...? • Explain how you know... • Why does this make sense? • Explore representing and describing ... What did you notice? • How did you use technology to explore...? • How did you use technology to solve the problem? • How did you use technology to communicate and represent your thinking? • Express your thoughts about your discoveries.

<p>Connecting and Reflecting</p> <ul style="list-style-type: none">• Visualize and describe mathematical concepts• Connect mathematical concepts to each other and make mathematical connections to the real world (i.e. Daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)• Share and reflect upon mathematical thinking• Draw upon local indigenous knowledge and/or expertise of local elders to make connections to mathematical topics and concepts	<ul style="list-style-type: none">• How did you visualize to help solve the problem?• Describe what you visualized when you were solving the problem.• When might you use what you have learned?• How might this connect to other mathematical concepts?• How might you apply what you have learned?• Demonstrate how you know this can be applied to other situations.• How is this problem like something you solved before?
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Think about how we can use these questions to help guide our assessment component of our Learning examples.