

Assessment types: Mathematics F-6

Assessment type	Strategy for responding to the assessment and mode of recording
Problem solving – problem presented orally to all students	<ul style="list-style-type: none"> • Scribed response • Used a number line to demonstrate understanding – drawn on paper • Written response • Numerical response • Think Board • Used a number line to demonstrate understanding – using string • Build a model and photograph – describe in writing using a template
Open-ended problem solving using worded problems– (multiple possible responses) – problem presented in writing.	<ul style="list-style-type: none"> • Use of concrete materials to support students • Some tasks required the students to reason about their response / understanding • Offered a choice of recording responses • Brainstorming encouraged at the start of the task • A blank page was provided for recording • Number lines were provided to show reasoning • Grid paper was provided for recording
Problem solving tasks specifically involving the skills of classification	<ul style="list-style-type: none"> • Modelling using concrete materials • Written response to questions • Scribed responses • Photographs • Graphing
Problem solving - using a visual prompt to scaffold thinking. – problem represented on paper.	<ul style="list-style-type: none"> • Picture • Oral response • Written response • Scribed response • Digital Technology (Comic Touch App) • Response to problem using an array / grid paper • Create a board game to show understanding and fluency
Number based problem but focussed on the use of arrays – presented on paper	<ul style="list-style-type: none"> • Arrays • Written response
Problem solving - using concrete materials – problems are presented using concrete materials as well as oral and written text.	<ul style="list-style-type: none"> • Paper folding • Numerical representation • Picture • Written response • Scribed response • Photographed work sample using concrete materials • Comparison using written / scribed response • Graphic organiser (tables, charts, grids) • Worksheet response

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<p>Problem solving – real life scenario provided as a context – problem presented on paper usually with some oral scaffolding</p>	<ul style="list-style-type: none"> • Pose a question and give yes / no answer • Written • Scribed response • Mapping • Picture • Graphic organiser (tables, charts, grids) • Teach someone else • Class shop / role play – teacher / student annotation • Video recording • Videoed “news” report • Explanation
<p>Problem solving using data / chance experiments – problems presented orally and in writing</p>	<ul style="list-style-type: none"> • Graphing • Numerically • Written response • Graphic organiser (table) • Mapping • Posing questions • Worksheet • Report of chance experiment •
<p>Work sheets</p>	<ul style="list-style-type: none"> • Picture / diagram response • Written response • Scribed response • Numerical response using a calculator • Worded and numerical problems • Open ended response to prompt • Identify and describe • Labelling, recording and using • Questions to prompt reasoning and ethical choices • Closed answer responses from data sets and chance experiments • Description of operations / processes / procedures
<p>Oral discussion / interviews</p>	<ul style="list-style-type: none"> • Scribe • Oral recording • Worksheet • Demonstration using materials (eg clock) • Video recording • Quality questions that engage higher thinking (eg understanding, creativity)
<p>Number and algebra problems / investigations (number lines / sentences / algorithms etc)</p>	<ul style="list-style-type: none"> • Number line • Written response • Algorithms • Using contexts of other strands • Focus on the justifying the reasonableness of the answer • Calculation
<p>Mapping exercise</p>	<ul style="list-style-type: none"> • Draw on grid paper

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