

Title: Mental Math Strategies Over Time

Student: Blaise Pascal

Evidence of learning: See attached pieces of work including samples and journal entries

Learning Intention/Description of Learning Activity:

I can use mental math strategies to make sense of quantities.

I am working towards developing a fluent and flexible thinking about number.

The students engage in a variety of activities to develop mental math strategies. They keep these in a folder complete with teacher descriptive feedback and their own reflections. These come home on a regular basis to share.

Teacher comments/Feedback

Sample one - October - you will notice how Blaise understands the concept of doubling and is able to apply this to halving as well to flexibly work with numbers and computations.

Sample two - December - While engaging in Number Talks around deconstructing number sentences Blaise was able to offer many suggestions for alternate ways of representing the expression.

Next steps:


Oct. - to apply learned strategies like halving and doubling to other situations. e.g. 25×48

Dec. - to revisit strategies to improve automaticity and fluency. e.g. card games like 99

Student reflection

- included on reflection forms.

Performance for this learning sample: Not appropriate at this time. We will look at this when more samples have been collected.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning

This learning sample was completed:

Independently

with guided support

with direct support