Chapters 7& 4- Counting and Number Sense in Early and Primary Grades & Assessment

Start-up

1) Name one of the five prenumber or early number concepts discussed in our text and give an example of an activity which could be used to help develop that concept.

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2) It is important that students develop sight recognition of quantities up to five or six because
   A. It saves time.
   B. It accelerates the development of addition and subtraction.
   C. It teaches them to be conservers.
   D. All of the above.
   E. Both A and B.

3) With your table partner complete the following, each taking one problem below:

a) You are meeting a 2^{nd} grade student for the first time and want to determine if they are at the rational stage of counting. Using your communicator draw different pictures and ask them questions that will help you assess if they have meet all four criteria.

b) Create patterns or problems that will assess if students can apply the three counting strategies that were discussed last week.

Use the scale below to evaluate the work samples.

Analytic Scoring Scale

Understanding the Problem

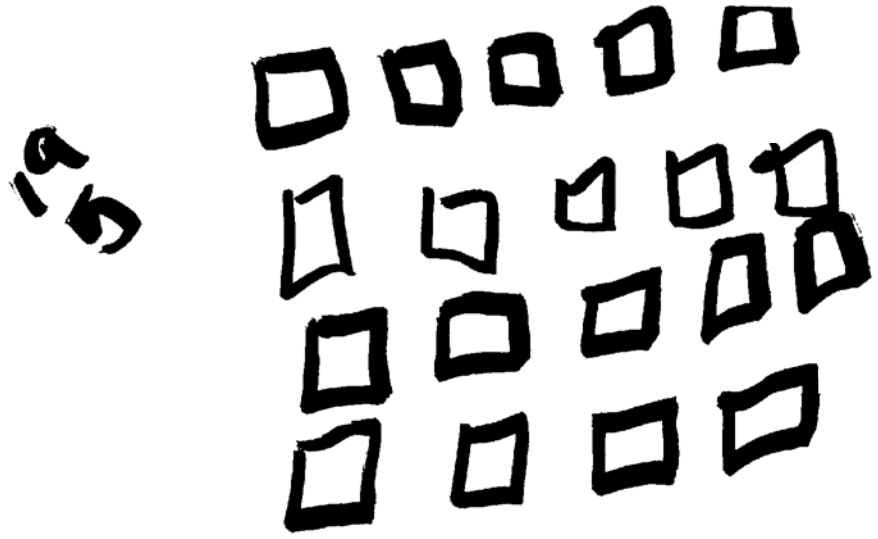
0: Complete misunderstanding of the problem
1: Part of the problem misunderstood or misinterpreted
2: Complete understanding of the problem

Planning a Solution

0: No attempt or totally inappropriate plan
1: Partially correct plan based on part of the problem being interpreted correctly
2: Plan could have led to a correct solution if implemented properly

Getting an Answer
0: No answer, or wrong answer based on an inappropriate plan
1: Copy error, computational error, partial answer for a problem with multiple answers
2: Correct answer and correct label for the answer

Following are work samples taken from children in grades three and four. All of the children were asked to solve the following problem: Nineteen children are going to the circus. Five children can ride in each car. How many cars will be needed to get all 19 children to the circus?



Alex: Third Month of Third Grade

Analytic Scoring Scale

Understanding the Problem _____

Planning a Solution _____

Getting an Answer_____

Comments to the student: _____

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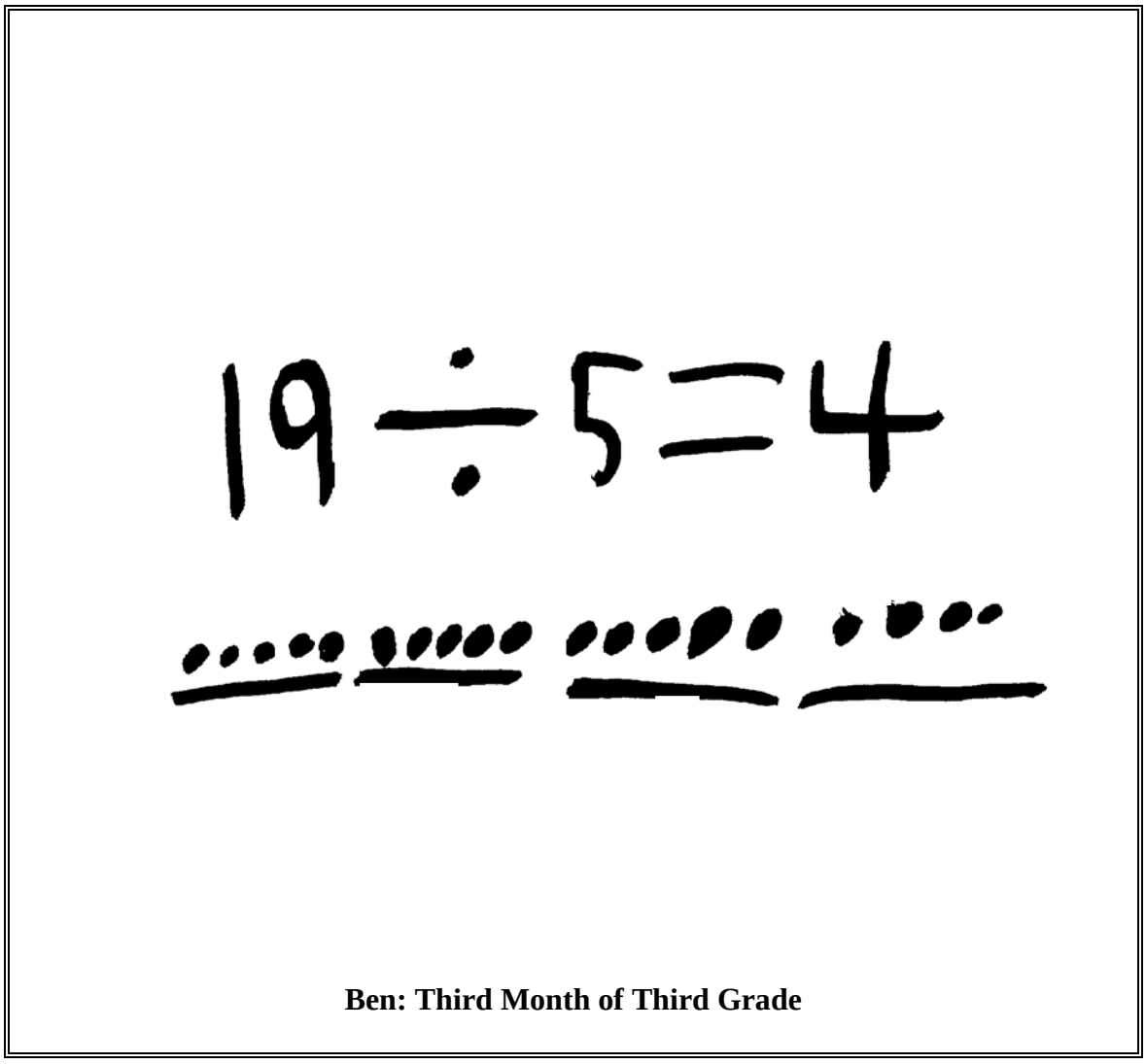
_____



Ben: Third Month of Third Grade

Analytic Scoring Scale

Understanding the Problem _____

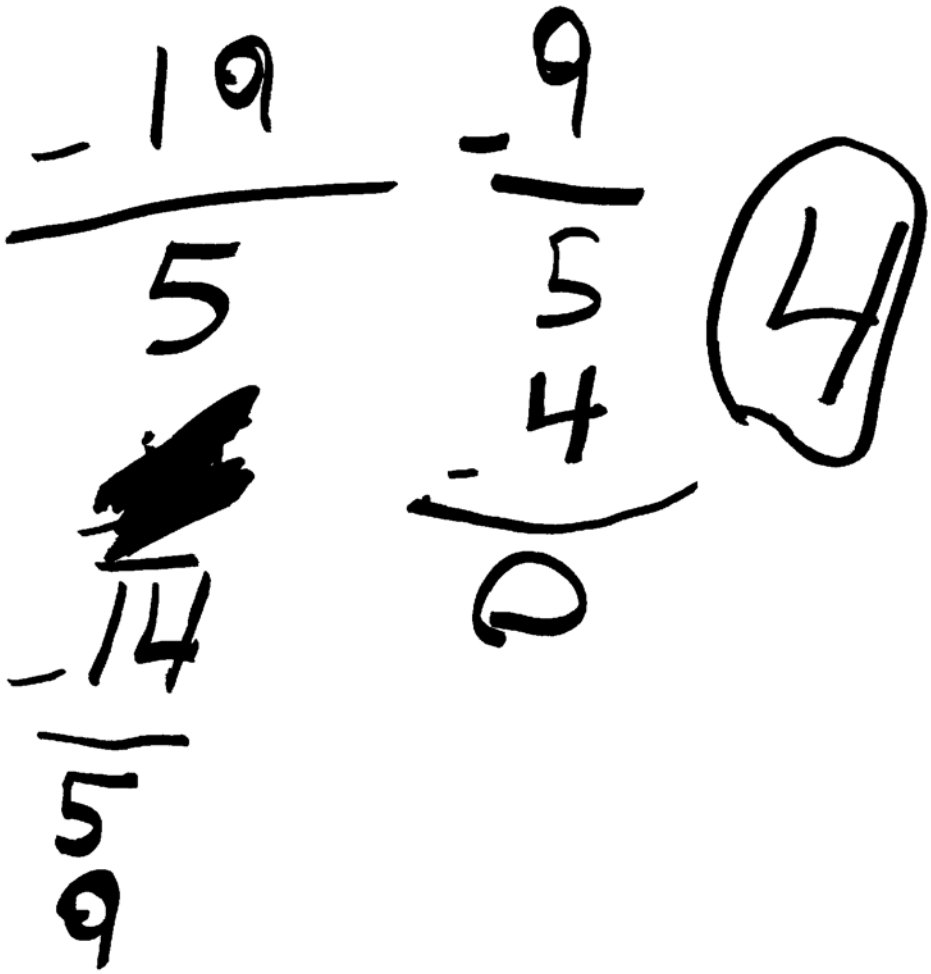
Planning a Solution _____

Getting an Answer_____

Comments to the student: _____

_____

_____



Carl: Third Month of Third Grade

Analytic Scoring Scale

Understanding the Problem _____

Planning a Solution _____

Getting an Answer_____

Comments to the student: _____

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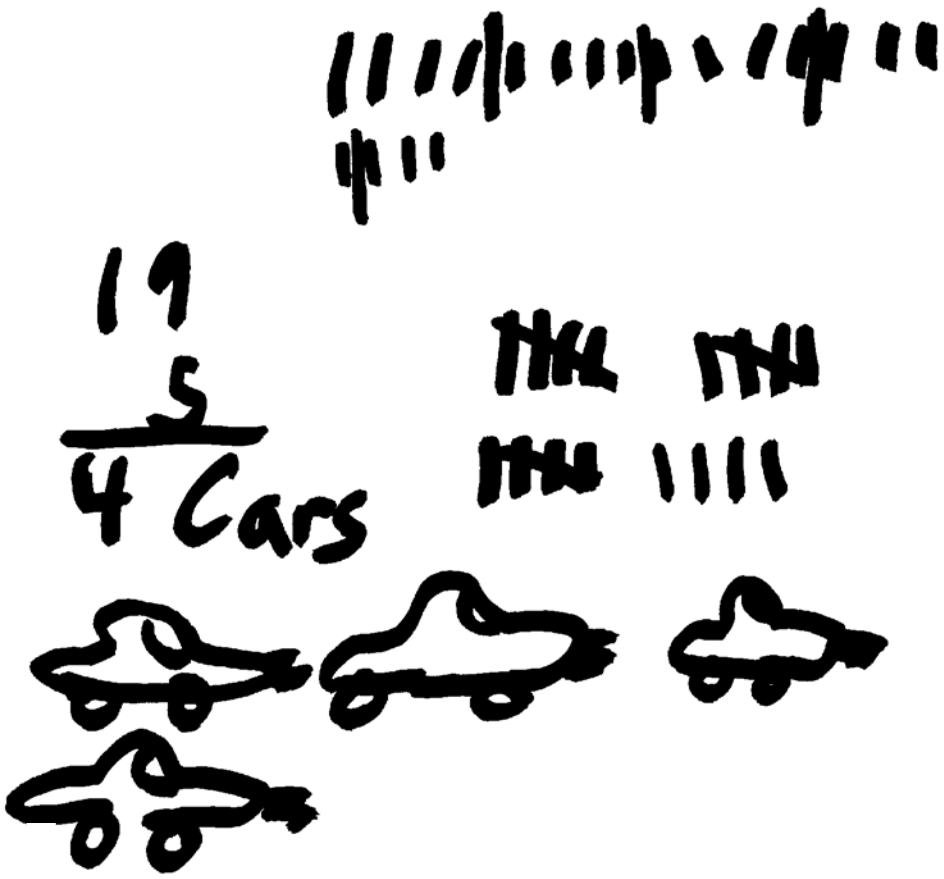

Andrea: Fifth Month of Fourth Grade

Analytic Scoring Scale

Understanding the Problem _____

Planning a Solution _____

Getting an Answer_____

Comments to the student: _____

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Amy: Fifth Month of Fourth Grade

Analytic Scoring Scale

Understanding the Problem _____

Planning a Solution _____

Getting an Answer_____

Comments to the student: _____

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Assessment should support the learning of important mathematics and provide useful information to teachers and students. (NCTM, 2000, p. 22)

List 6 ways to assess students and two advantages along with two disadvantages for each of those assessment methods for students with disabilities.

As you finish reading Chapter 4 make a list of four interview questions you could use to assess a student's understanding of subtraction.

Assignment

Read Chapter 4 from pp. 68-94, Finish Guided Notes pp. 30-38

"From What you have Read" answer #2, 5, 7, 9 on p. 94