C:\Users\Andrew Tagg\Desktop\Capture.PNG Make judgments using a mathematics aspect

In this activity you will consider an aspect of the mathematics framework in relation to the learning opportunities you have provided for your students and to what you noticed as they engaged with  
these activities.

The resources used in this activity can be found by going to the Learning Progressions Frameworks <https://curriculumprogresstools.education.govt.nz/lpf-tool/>

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| **1.** | **Identify an aspect that you want to make judgments for** | | |
| Identify an aspect that you want to make judgments for. This may be in relation to a recently completed mathematics unit or a cross-curriculum unit that included mathematics. Check your understanding of the aspect by considering the aspect descriptor and big ideas behind the signposts that are most likely to be relevant to your class. | | | |
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| **What to do …** | |  | **Record your answers** |
| What aspect of the LPF do you want to make judgments for?  Note down the big ideas that are likely to be relevant to your class. | |  |  |
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| **What to do …** | |  | **Record your answers** |
| Identify the opportunities that students have had to demonstrate what they know and can do related to that aspect. Consider mathematics units as well as cross-curriculum opportunities. | |  |  |

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| **2.** | **Which signposts are most applicable to your classroom programme?** | | | |
| Reflect on the concepts, knowledge and skills that your students experienced in the identified unit or units of work. Which signpost/s on the LPF for that aspect are most relevant to the learning opportunities you have provided? These are likely to be the best-fit signpost/s for your class.  Note: Most single year-level classrooms will span 2–3 signposts. Sometimes classes may span four or more signposts and occasionally just one signpost may be applicable. | | | | |
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| **What to do …** | |  | **Record your answers** | |
| Identify the signpost/s that are most relevant to the learning opportunities your students have experienced. For each one, briefly note a couple of relevant learning activities or opportunities. | |  | *Signpost X: activity, activity*  *Signpost y: activity, activity* | |

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| **3.** | **Think about your students** | | |
| Think about your students in relation to the knowledge and skills that you noticed them using or applying in the unit/s of work. As you do, your students will naturally cluster into groups with **a similar level of knowledge and skills in relation to that aspect**. You may also have students who stand alone (for example, students on IEPs). Check that you are considering your students in relation to the specific aspect rather than using an “overall” view of their mathematics.  Note: These clusters are not necessarily the same as teaching groupings that you may have used although they will be informed by what you have noticed in your teaching. | | | |
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| **What to do …** | |  | **Record your answers** |
| Identify the clusters of students in your class. Order the clusters from the one representing the highest level of capability on the aspect to the one representing the lowest. Some of your students may “stand alone”. For instance, students who have accelerated ahead of other students or who are on an IEP. | |  | *Cluster 1: student, student, student…*  *Cluster 2: …*  *Cluster 3: …*  *Student:* |

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| **4.** | **Identify the best-fit signpost for each cluster** | | |
| Think about each of your clusters in turn. For each cluster, identify the signpost that provides descriptions of students working at a similar level of capability to the students in the cluster. This ‘best-fit’ signpost should exemplify the kind of things that the students in your cluster can do by themselves and most of the time.  It is important to remember that PaCT requires you to make best-fit decisions. Rather than looking for a **perfect** match between a student and a set of illustrations, you are looking for the signpost which is the closest or best-fit. The signposts were deliberately developed to be distinct and well spread, so making the best-fit decision will usually be straightforward. If you aren’t sure, it is useful to look at the signpost above and confirm it is too sophisticated, and the one below to confirm it is not sophisticated enough.  Once you have decided which signpost is the best-fit for a cluster, then that signpost will usually be the best-fit for all students in that cluster. It is important to double-check that each student belongs in the cluster. | | | |
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| **What to do …** | |  | **Record your answers** |
| For each of the clusters of students ranked in 3, identify the best-fit signpost.  You may find that more than one of your clusters are at the same signpost. | |  | *Cluster 1: Signpost?*  *Cluster 2: Signpost?*  *Cluster 3: Signpost?*  *Student: Signpost?* |