Maths Evidence #1

• **Number Operations**	L4	Explore number operations and strategies in context.

Assessment 1 Year 7				
Basic Facts - 4 main operations, square roots & large numbers	You have some accuracy when using basic 'four main operations'	You are mostly accurate when using basic 'four main operations' and large numbers	You are mostly accurate when working with advanced operations and large numbers	You are accurate when working with advanced operations and large numbers
Number operation in context	You have attempted to apply: multiplicative strategies flexibly to whole numbers, equivalent fractions, decimals and percentages multiplication and division as inverse operations on whole numbers	You have applied number operations: multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions, decimals and percentages multiplication and division as inverse operations on whole numbers	You have applied number operations in multiple steps with: multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions, decimals and percentages multiplication and division as inverse operations on whole numbers	You have applied number operations in multiple steps precisely with: multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions, decimals and percentages multiplication and division as inverse operations on whole numbers
Overall	**WORKING TOWARDS curriculum expectation**	**Working AT curriculum expectation**	**Working ABOVE curriculum expectation**	**Working BEYOND curriculum expectation**

Next steps: Long multiplication, subtracting fractions + decimals to percentages + vice versa.

Ako Evidence: Feedback

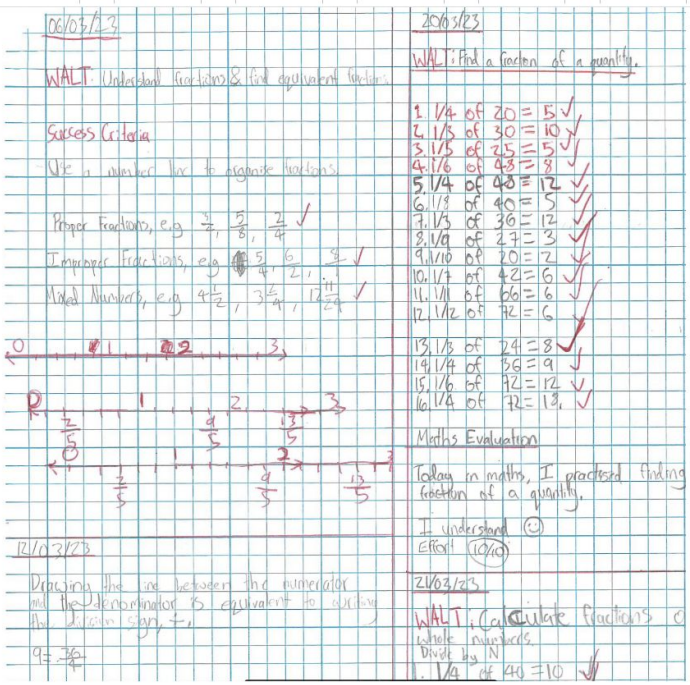
- I use feedback to identify my next learning steps

•I used feedback from my first Kainga Wae Wae our Stomping Ground number assessment to identify areas that I need to work on.

• Miss Kindley recorded my next steps at the bottom of my work. This is shown on the photo above. I also received specific feedback on my written eReport comment for this assessment and I have carefully read this.

• I know that I need to revisit my knowledge of rounding decimals, adding fractions and converting fractions unto decimals to make sure I have a strong understanding of 'Number'.

Maths Evidence #2



Wānanga Evidence: Active Assessor

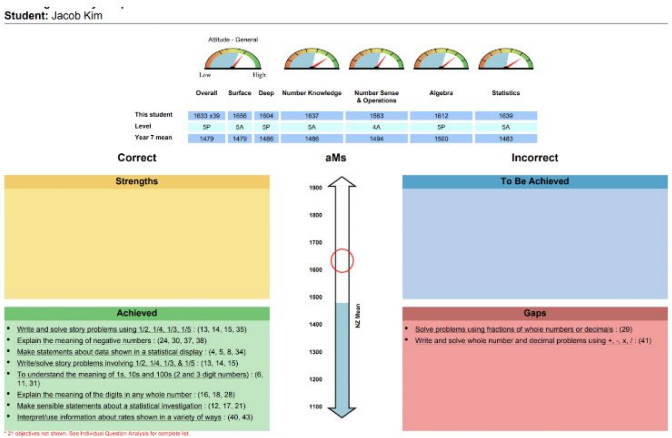
- I can identify when **Learning Intentions** & **Success Criteria** have been used so I am clear about what is being learnt

• We record our Learning Intentions in my math exercise book so that I am clear about what is being learnt.

• At the beginning of our lessons, Miss Kindley always writes the Learning Intentions on the white board. I copy these into my exercise books.

• Learning Intentions help me understand what the learning goal is and Success Criteria help me break down the different aspects into skills. This means I know what high quality work should look like and when I have achieved the learning intention.

Maths Evidence #3



Ako Evidence: Feedback

- I use feedback to identify my next learning steps

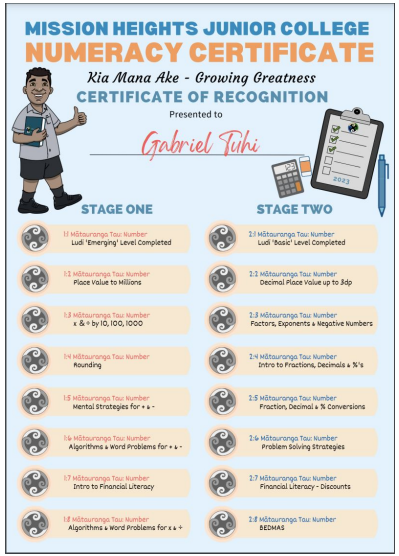
• The screenshot above shows my e-asTTle Learning Pathway Report: my overall grade, strand grades and feedback for my maths assessment (Feb 27, lv. 1.4).

• The two boxes on the right give feedback on areas that I completed incorrectly, specifically easier concepts I got wrong (these are my ‘gaps’ in pink). More difficult concepts that I answered incorrectly are shown in blue (= ‘next steps…’). By clicking on the ‘links’ in this feedback I am shown parallel or similar questions.

• My 2023 Learning Pathway report shows that my strengths are…. My weaknesses or my gaps are …..

• Reading and actioning this feedback will help me to advance my understanding (and hopefully, grade) for my next easTTle assessment.

Maths Evidence #4

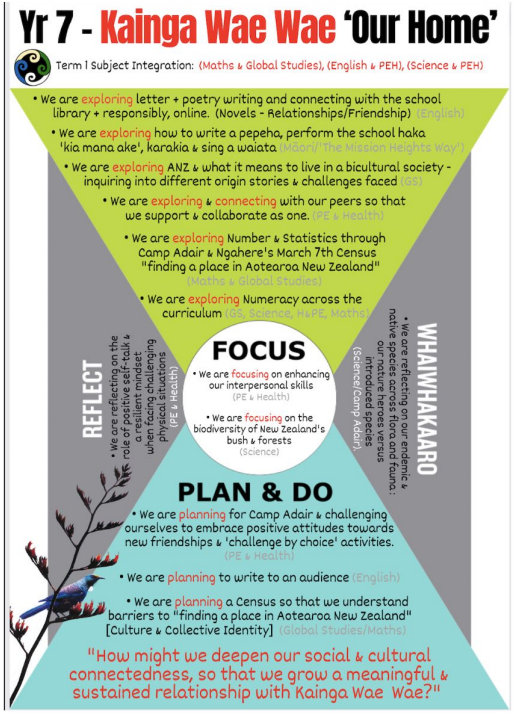


Wānanga Evidence: Active Learner

• I know what I am learning and why

• The photo above shows my MHJC **Numeracy Certificate**. I have currently received 9 stickers and am actively working on 'Stage Two' for my school 'Maths-a-thon' fundraiser.
• The **Numeracy Certificate** tells me what '**Stage**' I am currently work on, the **maths strand** (in te reo) and my specific **learning focus**. The tasks are backwards mapped from the **NCEA Numeracy co-requisite**.
• I enjoy earning stickers and completing 'Stages' but also knowing that my **Numeracy Certificate** will help my readiness for the **NCEA Numeracy co-requisite** in Year 10.

Maths Evidence #5



Wānanga Evidence: GREAT Ako

- I can identify when aspects of **GREAT Ako** have been used to support my learning.

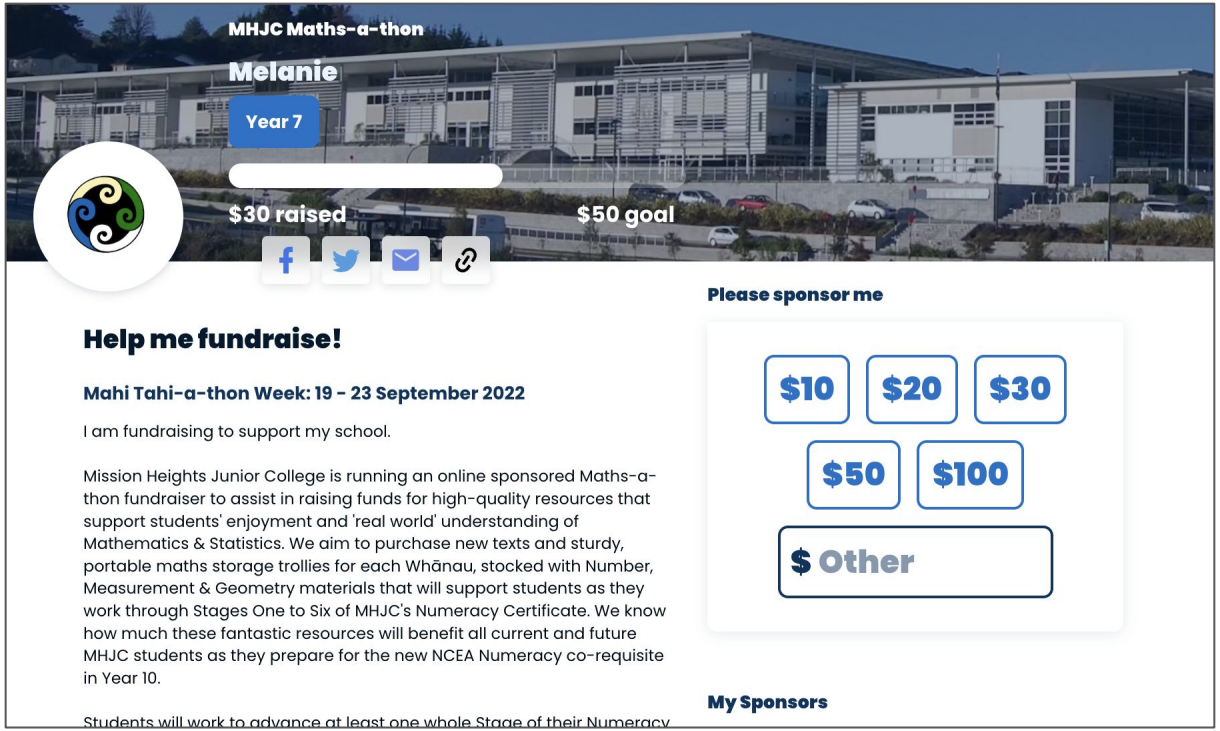
*You can search your emails for this image + message sent in Term One.

Search: 'Great Ako'

- GREAT Ako is MHJC's learning framework: Explore, Focus, Plan & do, Reflect.
- Each Term our 7F2 context is planned using "Ako Posters". The poster above shows our Kainga Wae Wae: 'Our Home' learning journey and how different subjects work together.
- An example of my own 'Great Ako' classwork for …… is shown on the following link…

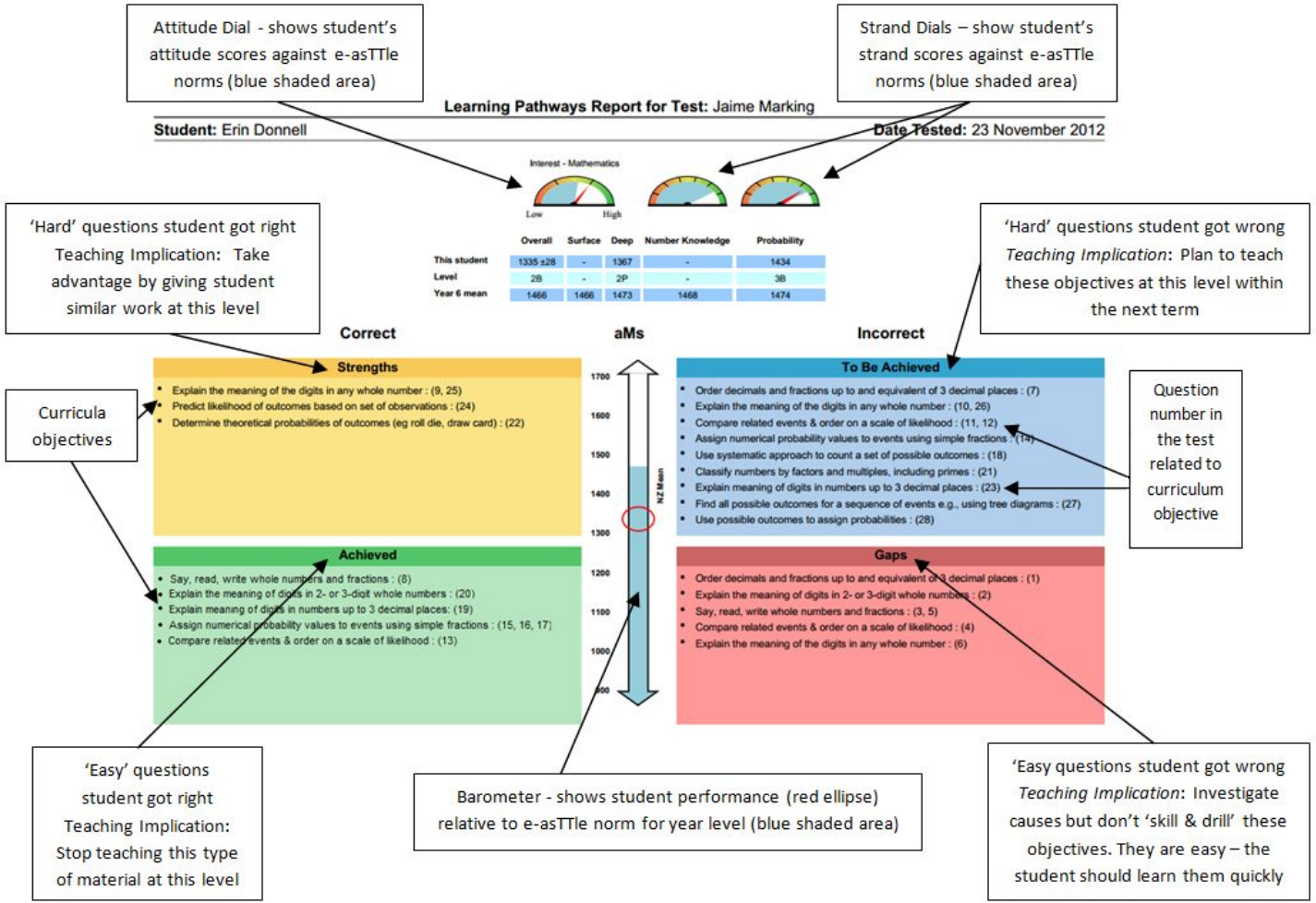
Maths Evidence #6

*Fundraising = Active Citizenship



Pono: Active Citizenship

- GREAT Ako is MHJC's learning framework: Explore, Focus, Plan & do, Reflect.


Attitude Dial - shows student's attitude scores against e-asTTle norms (blue shaded area)
Strand Dials – show student's strand scores against e-asTTle norms (blue shaded area)
Learning Pathways Report for Test: Jaime Marking
Student: Erin Donnell
Date Tested: 23 November 2012
Interest - Mathematics
Low
High
Overall
Surface
Deep
Number Knowledge
Probability
This student
1335 ±28
-
1367
-
1434
Level
2B
-
2P
-
3B
Year 6 mean
1466
1466
1473
1468
1474
'Hard' questions student got right Teaching Implication: Take advantage by giving student similar work at this level
'Hard' questions student got wrong Teaching Implication: Plan to teach these objectives at this level within the next term
Correct
aMs
Incorrect
Strengths
Explain the meaning of the digits in any whole number : (9, 25)
Predict likelihood of outcomes based on set of observations : (24)
Determine theoretical probabilities of outcomes (eg roll die, draw card) : (22)
To Be Achieved
Order decimals and fractions up to and equivalent of 3 decimal places : (7)
Explain the meaning of the digits in any whole number : (10, 26)
Compare related events & order on a scale of likelihood : (11, 12)
Assign numerical probability values to events using simple fractions : (14)
Use systematic approach to count a set of possible outcomes : (18)
Classify numbers by factors and multiples, including primes : (21)
Explain meaning of digits in numbers up to 3 decimal places : (23)
Find all possible outcomes for a sequence of events e.g., using tree diagrams : (27)
Use possible outcomes to assign probabilities : (28)
Curricula objectives
Question number in the test related to curriculum objective
Achieved
Say, read, write whole numbers and fractions : (8)
Explain the meaning of digits in 2- or 3-digit whole numbers : (20)
Explain meaning of digits in numbers up to 3 decimal places: (19)
Assign numerical probability values to events using simple fractions : (15, 16, 17)
Compare related events & order on a scale of likelihood : (13)
Gaps
Order decimals and fractions up to and equivalent of 3 decimal places : (1)
Explain the meaning of digits in 2- or 3-digit whole numbers : (2)
Say, read, write whole numbers and fractions : (3, 5)
Compare related events & order on a scale of likelihood : (4)
Explain the meaning of the digits in any whole number : (6)
1700
1600
1500
1400
1300
1200
1100
1000
NZ Mean
'Easy' questions student got right Teaching Implication: Stop teaching this type of material at this level
Barometer - shows student performance (red ellipse) relative to e-asTTle norm for year level (blue shaded area)
'Easy questions student got wrong Teaching Implication: Investigate causes but don't 'skill & drill' these objectives. They are easy – the student should learn them quickly