

Outcome Correlation: Presenting Number... Grade One Mathematics

ASSESSMENT AND EVALUATION OF STUDENT LEARNING

This performance task is designed to gather assessment evidence for the following learner outcomes (shown in Times New Roman font) from the Alberta Mathematics Program of Studies (2007).

Note: Where text is grey, that portion of the outcome is not specifically addressed in this task.

Learner Outcomes		Criteria for Evaluation *
General Outcome – Number Develop number sense.		Students provide evidence of their learning as they:
Strand	Specific Outcomes	
Number	4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]	<ul style="list-style-type: none"> construct and/or explain different representations of the chosen number
Number	1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> 1s forward between any two given numbers 1s backward from 20 to 0 2s forward from 0 to 20 5s and 10s forward from 0 to 100. [C, CN, ME, V]	<ul style="list-style-type: none"> count up to and from the chosen number

Mathematical Processes **

Communication	Students are expected to: <ul style="list-style-type: none"> communicate in order to learn and express their understanding 	<ul style="list-style-type: none"> explain ideas using mathematical language
Connections	Students are expected to: <ul style="list-style-type: none"> connect mathematical ideas to other concepts in mathematics, to everyday experiences and to other disciplines 	<ul style="list-style-type: none"> make links to personal experiences
Reasoning	Students are expected to: <ul style="list-style-type: none"> develop mathematical reasoning 	<ul style="list-style-type: none"> justify their work

* Criteria statements appear again in the first column of the evaluation tools (checklists, rating scales and/or rubrics) and are the basis on which student evaluation is made relative to the learner outcomes.

** Mathematical processes are skills that are addressed at all grade levels. They are not taught as discrete skills, but are integrated into the specific outcomes. Links to the processes identified in the Program of Studies are indicated within square brackets after the specific outcomes.

Throughout this task, the following mathematical processes are specifically addressed:

- Communication: communicate in order to clarify, reinforce and modify ideas.
- Connections: connect mathematical ideas to each other or to the real world.
- Reasoning: use reasoning skills to analyze a problem, reach a conclusion and justify or defend that conclusion.