

Outcome Correlation: The T-Shirt Order Grade Three 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 – Statistics and Probability (Data Analysis) Collect, display and analyze data to solve problems. General Outcome – Number Develop number sense. | | Students provide evidence of their learning as they: |
| Strand | Specific Outcomes | |
| Statistics and Probability (Data Analysis) | 1. Collect first-hand data and organize it using: <ul style="list-style-type: none"> • tally marks • line plots • charts • lists to answer questions. [C, CN, PS, V] | <ul style="list-style-type: none"> • collect and organize data • interpret data to solve a problem |
| Number | 6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: <ul style="list-style-type: none"> • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles. [C, CN, ME, PS, R, V] 9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3- digit numerals), concretely, pictorially and symbolically, by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in context that involve addition and subtraction of numbers. [C, CN, ME, PS, R, V] | <ul style="list-style-type: none"> • use personal strategies for adding |

* 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.
- Problem Solving: develop and apply new mathematical knowledge through problem solving.
- Reasoning: use reasoning skills to analyze a problem, reach a conclusion and justify or defend that conclusion.
- Visualization: develop visualization skills to assist in processing information, making connections and solving problems.
- Mental Mathematics and Estimation: calculate mentally to enhance flexible thinking.