Assessment Task 1

Assessment Interview – Growth Point profile chart

Child’s name: Daniel

Grade: Grade Six

School: St Thomas More Primary School, Alfreton

<table>
<thead>
<tr>
<th>Domain</th>
<th>G.P.(#</th>
<th>Growth Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Counting</td>
<td>G. P # 7</td>
<td>Extending and applying counting skills – fractions and decimals</td>
</tr>
<tr>
<td>B. Place Value</td>
<td>G. P # 6</td>
<td>Extending and applying place value knowledge – fractions and decimals</td>
</tr>
<tr>
<td>C. Addition &amp; Subtraction</td>
<td>G. P # 7</td>
<td>Extending and applying addition and subtraction strategies – fractions and decimals</td>
</tr>
<tr>
<td>D. Multiplication &amp; Division</td>
<td>G. P # 6</td>
<td>Extending and applying multiplication and division</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Can solve a range of multiplication and division problems (including multi-digit numbers) in practical contexts</em></td>
</tr>
</tbody>
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Insights

Counting:
In the ‘Counting’ domain of the Maths Assessment Interview, Daniel answered all questions correctly and was consequently placed at growth point 7. Daniel demonstrated that he could accurately estimate the number of teddies in the cup with a reasonable guess, evidence of his number sense. Skip counting by 2s, 5s and 10s appeared to be ‘known fact’ for Daniel, counting from zero. Counting by 10s, 5s, 3s and 7s from an ‘x’ value was also demonstrated without any difficulty from Daniel. There was no display of any pausing, and Daniel seemed to be very comfortable when completing all of counting tasks, demonstrating only preferred strategies to always achieve the correct answer.

Place Value:
Daniel correctly completed all questions in the ‘Place Value’ section of the interview, achieving the standard for growth point 6 of this section. Daniel gave accurate and sophisticated explanations as to how and why he achieved answers to all questions. Daniel was able to understand and interpret 4 digit numbers and extend and apply this knowledge to accurately complete the ordering task. Daniel successfully interpreted the bundles of sticks and applied this knowledge to the given task and provided a clear and appropriate explanation. Daniel displayed his excellent number sense when he identified the level of indicator on each number line. It is interesting to note that Daniel provided the correct nomination for the 3rd largest capital city population, yet when asked for an explanation he...
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could only state that, “I just knew”. Daniel was successfully verbalised written numbers and upon instruction could visually represent a decimal through a diagram.

Strategies for addition & subtraction:
Daniel applied basic strategies such as doubling, tens facts, adding ten and using fact families in order to achieve the correct answers for all questions throughout the ‘Addition and Subtraction’ domain of the interview. Daniel achieved growth point 7 for this domain. Daniel displayed that he was comfortable with numbers and was able to provide, with confidence, logical explanations for all of his answers. He was able to accurately identify the total number of teddies, using preferred strategies and successfully completed the estimating and calculating addition questions using the preferred strategies. It is interesting to note Daniel’s estimation for the estimating and calculation addition was not only within the correct range of 800-1000, but was absolutely accurate. In the other question for this section of the domain, Daniel was only 42 from the correct answer.

Strategies for multiplication & division:
Daniel achieved growth point 6 for this domain. It is interesting to note that this was the only domain that Daniel did not successfully complete. This could be owing to a variety of factors. Daniel could have genuinely not known the answer to the ‘trees in an orchard’ question, yet a more likely possibility is that Daniel was tired and lost interest in the interview. It was clear that at this stage of the interview (80 minutes working time), Daniel was no longer focused on the task and begin to look around the room and became very easily distracted. Up until this point, Daniel was able to accurately answer all questions using the preferred strategy and providing accurate explanation. Daniel demonstrated his multiplication understanding through appropriate diagrams and explanations.

Happy/Sad task:
In Daniel’s Happy/Sad task, it is noted that he “doesn’t really mind about math”. This could provide some explanation as to Daniel’s complacency towards the end of the interview. Daniel mentions that he is “pretty good at maths” and that it is “pretty easy” for him. From this, I can draw the conclusion that Daniel has a very carefree approach to the subject as a whole and maths is usually a quite comfortable environment for him.

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EDMA202/262
Assessment Task Three: Assessment Interview and Number Game
Assessment Task 1

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Perhaps, if we were able to start at a more appropriate growth point for each individual, results would reflect different learning outcomes. This was a valuable exercise for the pre-service teacher, yet the validity for the student may be somewhat questioned.