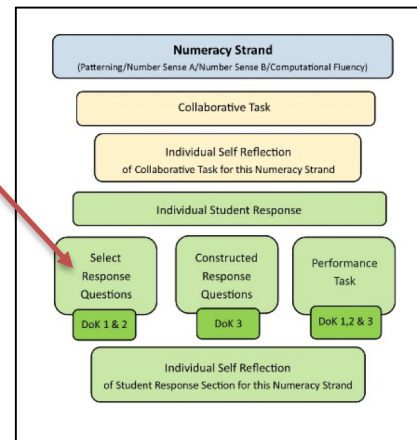


N

Select Response Questions

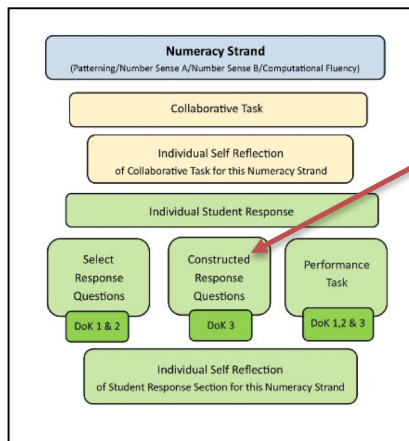
Each Numeracy Strand has a section of questions that allows the learner to determine the one correct answer. This type of question may include multiple choice, visual representation, number lines and written numerical responses.



Q

Constructed Response Questions

Each Numeracy Strand has a section of questions that allows the learner to construct their own answer to the questions. These are often multi-step questions that may ask the student to elaborate or explain their reasoning. Constructed response questions allow for multiple correct answers and/or varying methods of arriving at the correct answer.

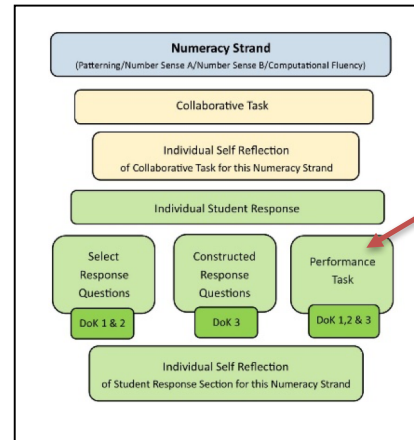


P

Performance Tasks

Each Numeracy Strand contains a performance task that allows the learner to ...

- apply a wide range of problem-solving strategies,
- demonstrate deeper mathematical content knowledge, and
- communicate their thinking.



These tasks are designed to be interesting and engaging – requiring learners to think deeply, be creative, explore multiple ways to represent their thoughts, and to expand on how they completed or solved the task.

When introducing the performance task to students, the teacher should:

- read the question aloud with students
- connect the task with prior knowledge, and
- give enough information before starting to ensure students understand the task.

Key questions to introduce the Performance Task

It might be helpful to ask the following sorts of questions, especially if the student is unsure as to where to start:

- Have you read the problem carefully?
- What information in the problem seems particularly important?
- What mathematics do you see in this task?
- How will you represent the information? Using numbers, diagrams, algebra ?
- Can you try out any special cases of the numbers and variables to get a feel for the structure of the problem? (for secondary teachers)

P

Island Numeracy Assessment Proficiency Scale

Proficiency Scale			
Relevant concept(s): Teachers use this space to articulate the key concepts to be assessed through the assessment task(s).			
Relevant competencies: Teachers use this space to identify the competencies to be assessed with the assessment task.			
Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
Evidence of Learning:			
Next Steps in Learning:			