

MATHEMATICS Formative Assessment:

75 Practical Strategies for Linking Assessment, Instruction & Learning

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PARALLEL TASKS - example

Option 1: There were 483 students in the school in the morning. 99 students left for a field trip. How many students are left at school?

Option2: There are 71 students in 3rd grade in the school. 29 of them are in the library. How many are left in their classrooms?

Follow-up Questions for both:

How do you know that most of the students were left?
How did you decide how many were left?
Why might someone subtract (or add) to answer the question?
How would your answer have changed if one more student had left?
How would your answer have changed if there had been one extra student to start with?

Good Questions – Great Ways to Differentiate Mathematics

OPEN QUESTIONS - example

Start with the answer

- The 8th term of a linear pattern has a value of 20. What could the expression for the general term be?

<http://www.onetwoinfinity.ca/index.php>

Leaving out numbers

- Add $\square/5$ to $4/\square$.
- What is the sum?

Your turn

- Now you try to create a couple of interesting open questions.

Similarities and differences

- What's the same and what's different about problems described by $2/3 \times 4/5$ and problems described by $2/3 \div 4/5$?



Create a sentence

- Create a sentence using these words and numbers: of, 4/5, most, 9