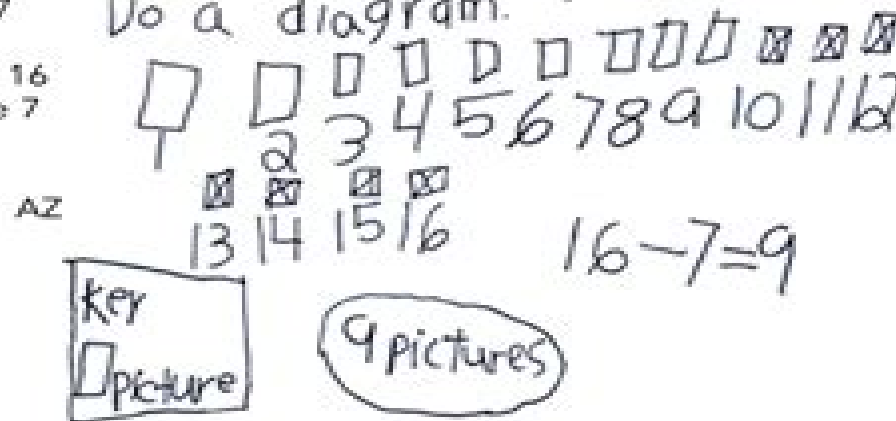


| P/S | R/P | Com | Con | Rep | A/Level |
|-----|-----|-----|-----|-----|---------|
| P   | P   | P   | P   | P   | P       |

"I crossed out the 7 pictures she took down. I started at 16 so I can see where 7 ends. It was 9 pictures."

How many more pictures?

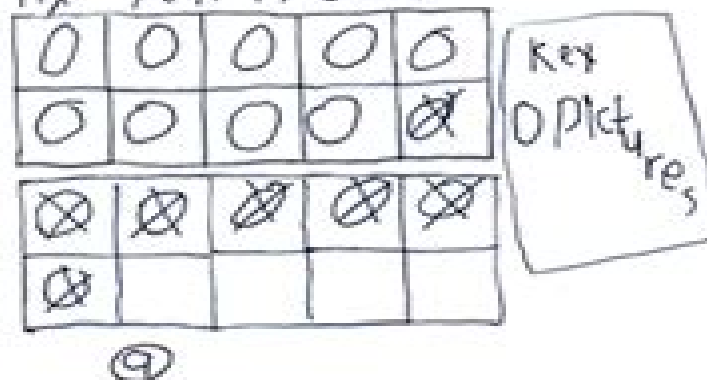
Do a diagram.



"This is my number line. It shows 16 pictures take away 7 pictures equals 9 pictures."



AZ my ten frames



"I started with the 16 pictures she put on the wall and counted back 7 to 9 left on the wall. She took less down because 9 is more than 7."

AZ

# Grade 1 mathematics Exemplar 2012

**Disha Experts**



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Sun,2018-03-29 This twenty third ICMI Study addresses for the first time mathematics teaching and learning in the primary school and pre school setting while also taking international perspectives socio cultural diversity and institutional constraints into account One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level Accordingly a focus area that is central to the discussion was chosen together with a number of related questions The broad area of Whole Number Arithmetic WNA including operations and relations and arithmetic word problems forms the core content of all primary mathematics curricula The study of this core content area is often regarded as foundational for later mathematics learning However the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon and practice varies substantially from country to country As such this study presents a meta level analysis and synthesis of what is currently known about WNA providing a useful base from which to gauge gaps and shortcomings as well as an opportunity to learn from the practices of different countries and contexts      *Transparency in Assessment – Exploring the Influence of Explicit Assessment Criteria* Anders

Jönsson,Frans Prins,2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy

and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

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