

Developing a common language - Maths

A common language for describing student achievement is fundamental to consistency of teacher judgement.

Teachers have found that they are able to gain a common understanding of outcomes by going through the process of 'unpacking' them by picking out the **verbs (skill or process)** and **nouns/noun phrases (knowledge or content)**.

Teachers are then able to describe what they would expect their students to do in their context to achieve that outcome.

For Example:

Measurement and Data Sense

3.1 Estimating and Measuring

Choose appropriate units and use common measuring instruments to estimate, measure and compare length, capacity, mass and temperature

3.2 Using Relationships

Explain and use the relationship between units of measurement and between length, area and volume when solving problems

(Verbs Nouns /Noun Phrases)

Unpacked even further...

Verbs

Choose & use



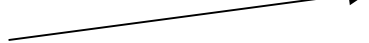
Estimate



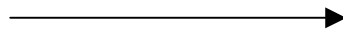
Measure



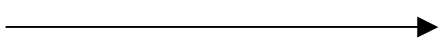
Compare



Explain & use



Solve



Nouns/Noun Phrases

appropriate units
common measuring instruments

length, capacity, mass & temperature

relationships between units of measure
relationships between lengths, area, volume
problems

Teachers have also found that by looking at the outcome before and after the one they are focussing on for their particular class helps them know which outcome students are working at.

Looking at the Outcome Before and After

<p>MDS 2.1 Estimating and Measuring</p> <p>Use common metric units</p> <p>Estimate, measure and compare Length, capacity and mass;</p> <p>Count units to measure Area and volume</p> <p>MDS 2.2 Using Relationships</p> <p>Explain and use The relationship between</p> <ul style="list-style-type: none"> • length and perimeter, • measurement tools and accuracy of measurements 	<p>MDS 3.1 Estimating and Measuring</p> <p>Choose appropriate units</p> <p>Estimate, measure and compare length, capacity, mass and temperature</p> <p>Use common measuring instruments</p> <p>MDS 3.2 Using Relationships</p> <p>Explain and use The relationship between</p> <ul style="list-style-type: none"> • units of measurement • between length, area and volume <p>Solve Problems</p>	<p>SM 4.2 Choosing and Using</p> <p>Select and use appropriate equipment and units</p> <p>Estimate/measure To a required degree of accuracy, distance, time, angle, area, volume and mass</p> <p>SM 4.3 Relationships</p> <p>Use Relationships between area and volume, time and distance, angles and lines, and Pythagoras' theorem;</p> <p>Use and interpret Scale, detailed plans, maps and other representations of objects</p>
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Looking at the difference between the outcomes before and after the selected outcome supports teacher understanding of what the outcomes mean and helps students see where they have been and where they are going.