

# Time-distance graphs

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# Outline of workshop

- Introductions - 5
- Fasmed outline and questions - 15
- The lesson - 50
- Video - 10
- Discussion - 15
- Fasmed again - 15

# Fasmed

- Research project
- Toolkit
- Focus on assessment
- Research questions
- Ethics



Name: \_\_\_\_\_

**PRE – QUESTIONS: (10 minutes)**

Instructions: Please put your response in the first box below each question. The second box will be used later.

1) When and why do you assess your learners?

A large, thick red arrow pointing from the left margin towards the first response box.

2) List the different ways you assess your learners.

A large, thick red arrow pointing from the left margin towards the second response box.

# Quick discussion

- When and why?
- The different ways

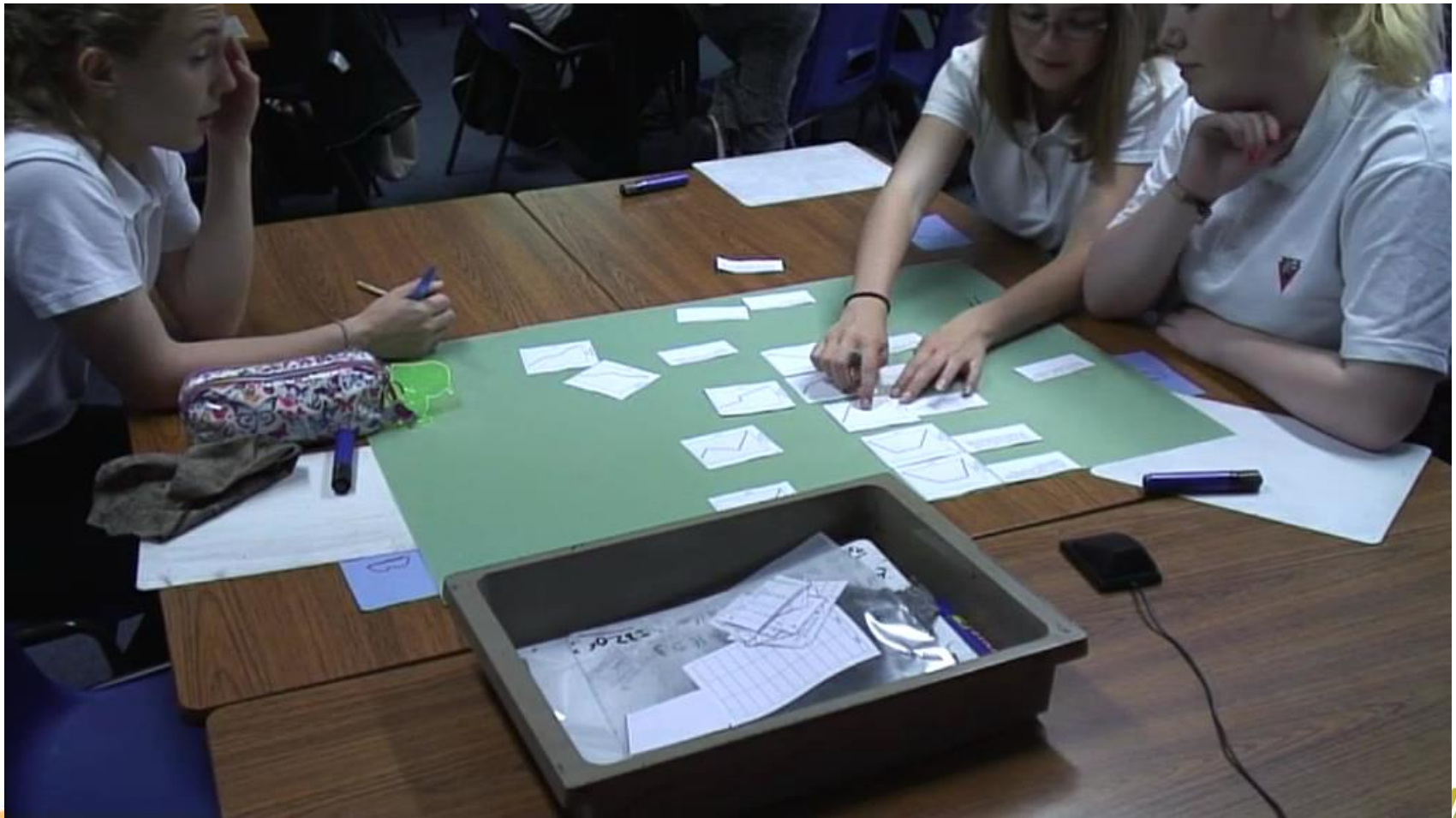
# Formative assessment?

- A definition?

# The lesson

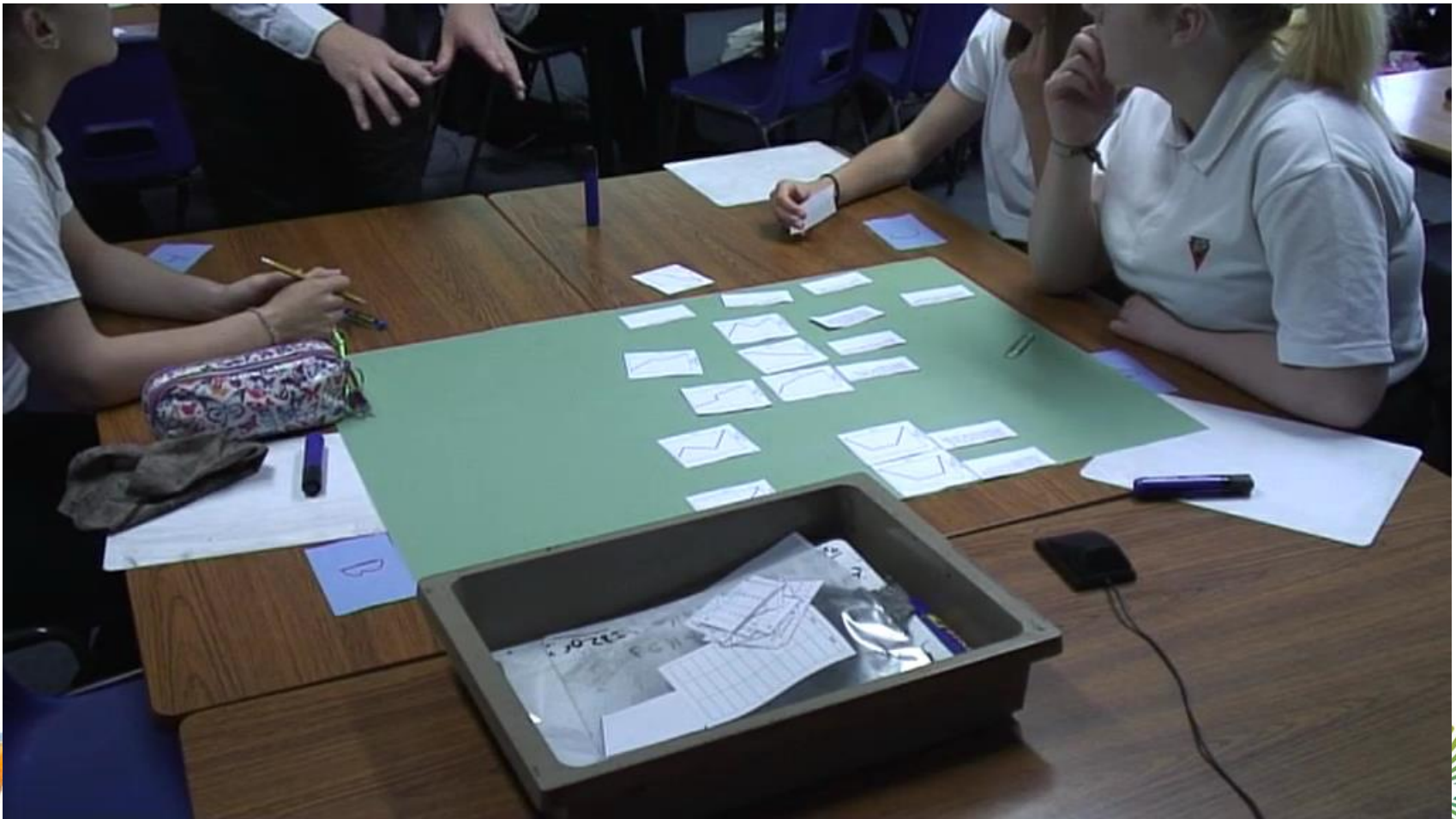
- First set of questions (pairs)
- Card activity (small groups)
- Sharing

# Video





# Teacher discussion



# Mathematics Assessment Project

## CLASSROOM CHALLENGES

### Formative Assessment Lessons (beta) for Grade 8

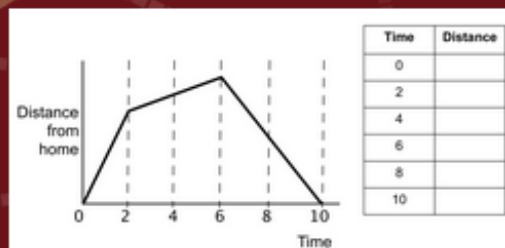
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Formative Assessment Lessons (beta) ▾

Grade 8 ▾

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#### Problem Solving

- Solving Real-Life Problems: Baseball Jerseys
- Generalizing Patterns: The Difference of Two Squares
- Modeling: Making Matchsticks
- Modeling: Buying Cars

► [Read more about the purpose of the MAP Classroom Challenges...](#)

## Interpreting Distance–Time Graphs

### Mathematical goals

This lesson unit is intended to help you assess how well students identify students who:

- Interpret distance–time graphs as if they are pictures of situations.
- Have difficulty relating speeds to slopes of these graphs.

### Introduction

The lesson unit is structured in the following way:

- Before the lesson, students work on a task designed to help them create questions for students to answer in order to improve their understanding of distance–time graphs.
- A whole-class introduction provides students with guidance on a collaborative discussion task, matching verbal interpretations with graphical features, and begin to link the representations.
- This is followed by a whole-class discussion about applying these skills to new situations.
- Students next work in small groups, matching tables of data to another group of students.
- In a final whole-class discussion, students draw their own conclusions.



# Fasmed: Getting involved

## FaSMEd at AIMSSEC

Notes, discussion and work in progress

Home

•  
*Expose learners to questions that are pitched at different cognitive levels such as questions that require straight recall (knowledge), routine procedures, complex procedures and problem solving. The main aim is to narrow the gap between formal or informal assessment that is internally set and conducted by teachers in different schools and external assessment such as common examinations that are set at provincial level or the Annual National Assessment set at national level.*

Edit

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This is the blog for the FaSMEd project at the African Institute for Mathematical Sciences

