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

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Fasmed

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

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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?

2) List the different ways you assess your learners.

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Quick discussion

- When and why?
- The different ways

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Formative assessment?

- A definition?

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The lesson

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

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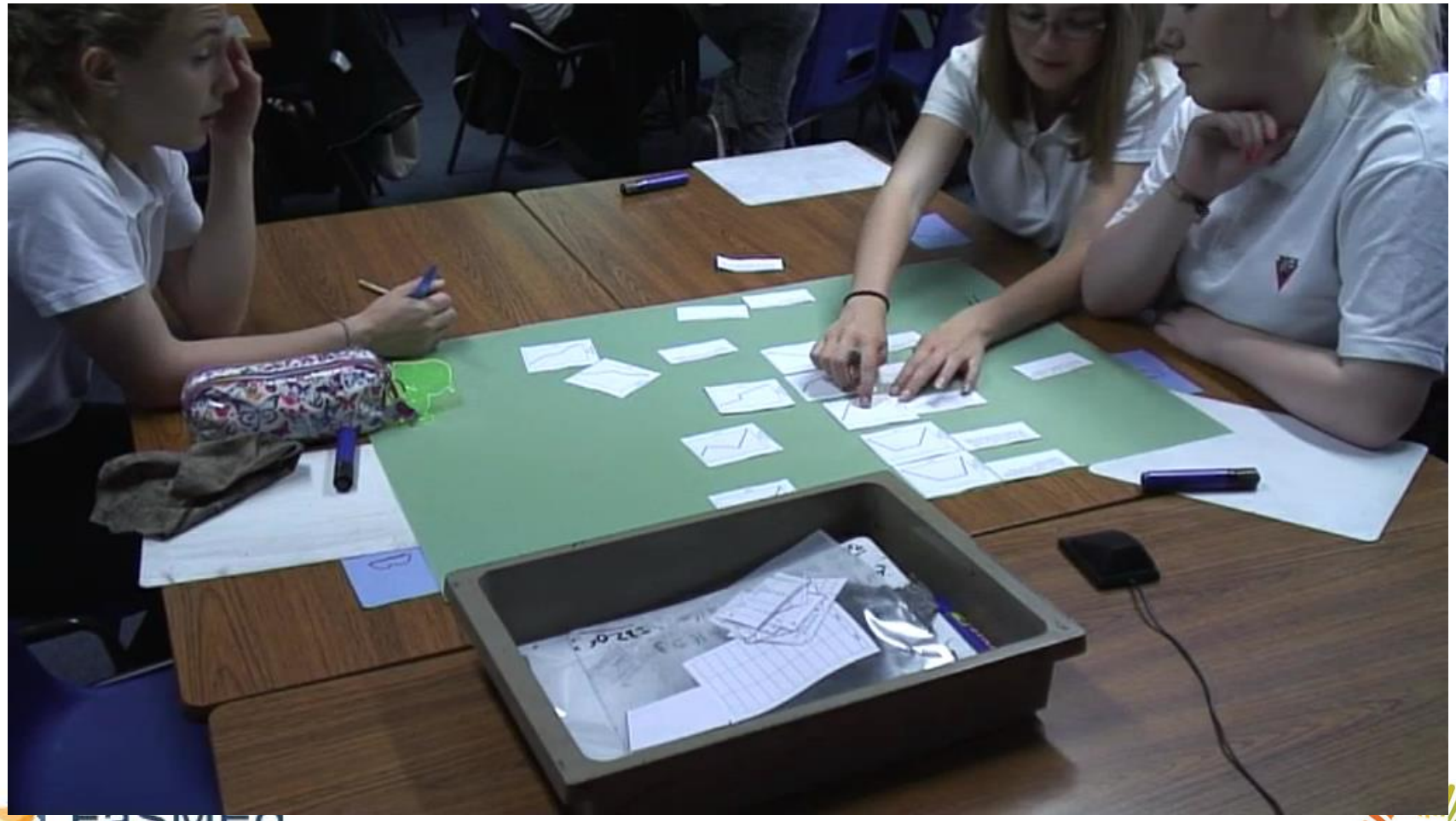
Video



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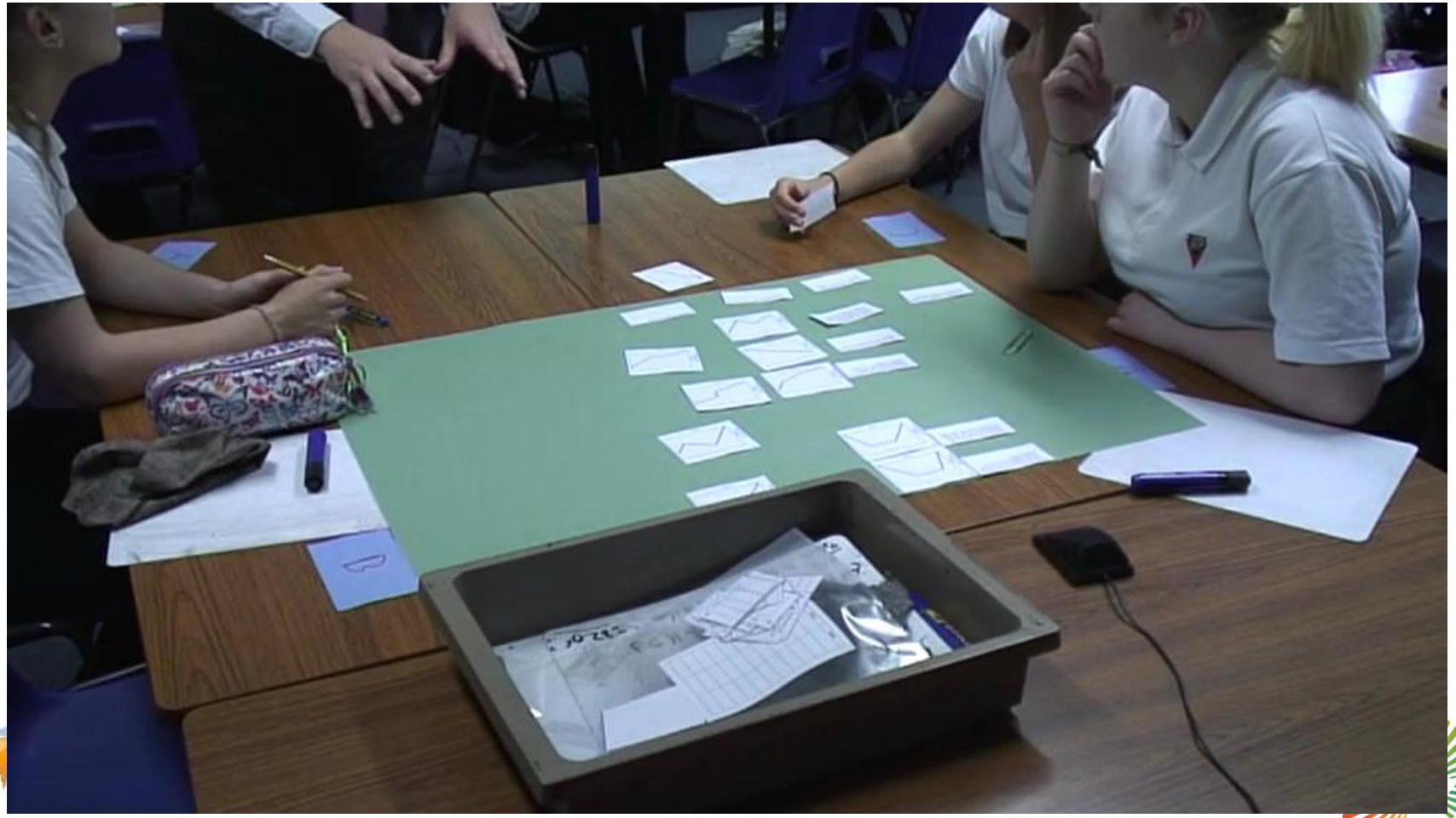
Teacher discussion



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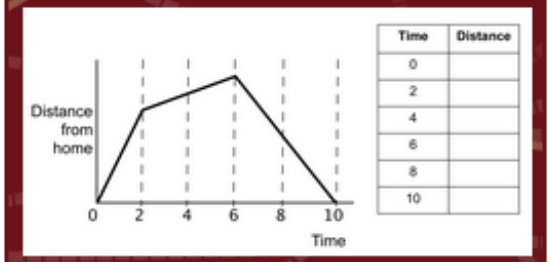
Mathematics Assessment Project
CLASSROOM CHALLENGES
Formative Assessment Lessons (beta) for Grade 8



▸ 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 studer identify students who:

- Interpret distance–time graphs as if they are pictures of s
- 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 r create questions for students to answer in order to impro
- A whole-class introduction provides students with guidar on a collaborative discussion task, matching verbal interp graphical features, and begin to link the representations.
- This is followed by a whole-class discussion about apply
- Students next work in small groups, matching tables of d to another group of students.
- In a final whole-class discussion, students draw their ow

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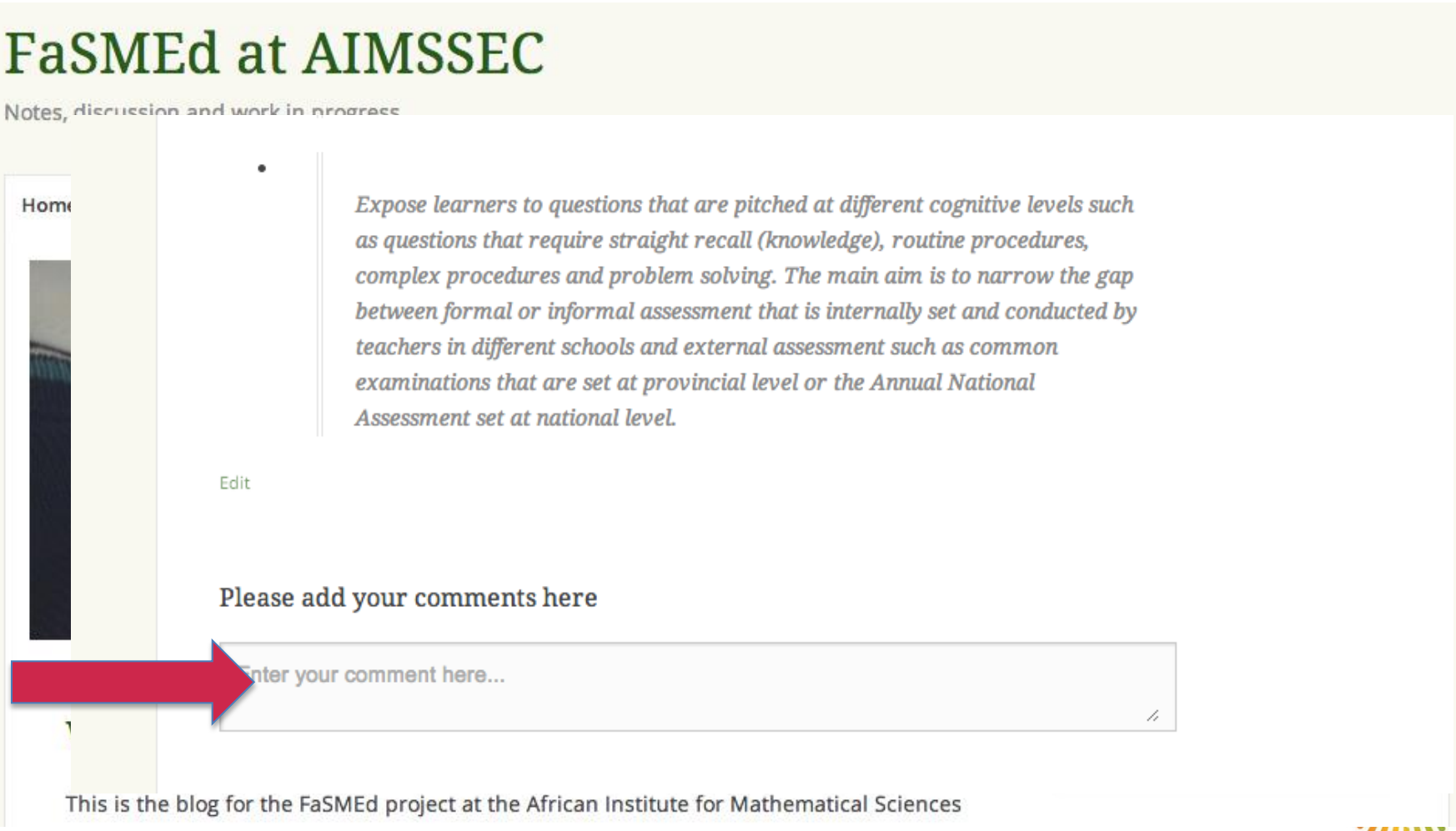
Fasmed: Getting involved



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