

Time-distance graphs

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Outline of workshop

- 13:30-14:30: The lesson
- 14:30-14:40: FaSMEd
- 14:40-14:50: Discussion in groups
- 14:50-15:00: Feedback



The lesson

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

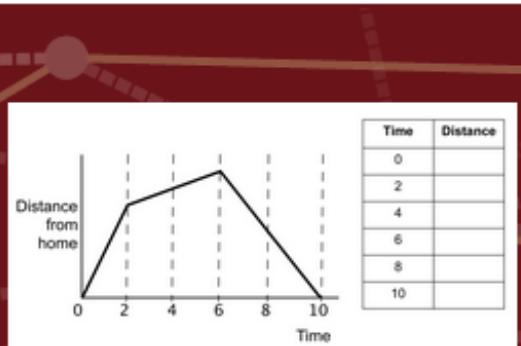
Mathematics Assessment Project

CLASSROOM CHALLENGES

Formative Assessment Lessons (beta) for Grade 8

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Interpreting Distance-Time Graphs

Mathematical goals

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

- 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 review the concepts of distance and time, and create questions for students to answer in order to improve their understanding of these concepts.
- 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 concepts to real-life situations.
- Students next work in small groups, matching tables of data to graphs, and then presenting their findings to another group of students.
- In a final whole-class discussion, students draw their own conclusions about the concepts of distance and time.

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Problem Solving

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FaSMEd

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





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QUESTIONS ABOUT ASSESSMENT

1. When do you assess your learners?

Quick discussion

- When and why?
- The different ways



Formative assessment?

- A definition?



FaSMEd: Getting involved

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Notes, discussion and work in progress

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