

Title: Math Unit: Probability

Learning Intention/Description of Learning Activity:

This assessment is for the Math unit on *Probability*. Students learned about the use of terms such as, unlikely, likely, possible, impossible, and certain. Probability is simply how likely something is to happen. Whenever we're unsure about the outcome of an event, we can talk about the probabilities of certain outcomes—how likely they are. The analysis of events governed by probability is called statistics. Therefore, probability is the chance that something will happen, or how likely it is that an event will occur. When we toss a coin in the air, we use the word probability to refer to how likely it is that the coin will land with the heads side up.

Teacher Comments/Feedback:

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was unable to demonstrate the ability to solve questions for probability independently.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown. HE/SHE struggled to demonstrate the ability to solve questions for probability independently and required one-to-one support and/or reminders to focus on completing the seat work before socializing.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with little or no support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown. HE/SHE was then able to demonstrate the ability to solve questions for probability independently.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. There is insufficient data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

Next steps:

Next Steps: Continue looking at the concept of Probability in daily life, such as in weather reports – What is the probability of rain today? Or in certain situations of chance. Talk about probability when instances arrive and use terms such as impossible, unlikely, possible, likely, and certain. Begin with a real life situation. For example, flip a coin and ask what the chances are that it will come out heads. Or, place

the coin in one hand, and put both hands behind your back. Ask one student to guess which hand it is in. Some easy to teach methods can include:

Hands-on Probability Games

1. flip a coin.
2. roll a die (you can use dice with more than 6 sides for a bigger challenge)
3. pull a card from a deck.
4. pull a marble from a bag (or a colored counter, block, etc.)
5. spin a spinner (you can make one with a pencil and paper clip or pull one from a board game)

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards. Emerging is not failing	Demonstrating learning in relation to learning standards with growing consistency. Developing is not failing	Showing competence and consistency when demonstrating learning in relation to the learning standards. Proficient is not perfect.	Showing increasing depth and complexity and demonstrating learning in a variety of contexts. Extending is not bonus or accelerated work.

Emerging	Developing	Proficient	Extending
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