

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 “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.

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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