

Title: Math: Tally Marks

Learning Intention/Description of Learning Activity:

This assessment is for the Math unit on *Tally Marks*. Tally marks are a simple way to represent numbers using lines. They're often used in classrooms to help students count and learn mathematical concepts. Learning about the number 5 and being able to count by 5s is a foundational math skill. The visual representation of the tally marks helps students easily see which categories are more or less important in the count. Tally marks are also an excellent way to gather data.

Students were required to match pictures to the correct number of tally marks.

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 struggled to demonstrate the ability to solve questions for tally marks even with support.

Next steps:

Continue to talk about and demonstrate how to make tally marks for larger numbers. Practice counting by 5's. Make tally marks on paper, in the sand and in the dirt with a stick.

Review the classroom webpage to listen to stories, watch videos and listen to songs about tally marks for a further understanding.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards with increasing depth and complexity

Emerging	Developing	Proficient	Extending
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