

Action Post

An action that we have taken to support our school's learning focus is:	Teachers were encouraged to use the Coast Metro assessment tools in third term to identify where the students were in their numeracy and where they wanted to go. Teachers were encouraged to explore the Number Concepts page as a guiding document to identify areas requiring additional focus for the remainder of the year. One class approached this using a conference model using hands on materials. The focus was on gathering data about flexibility in how learners could show their understanding of concepts, including mental math strategies, diagrams, pictorial, and real-world representation. The interviews took place during a time when the resource teacher was in the room supporting. The materials used were ten frames, paper for writing, counting collections buttons, and number lines. The teacher used the Gr 1 and 2 proficiency indicators to frame the conference questions and to understand what each student could and couldn't do (yet). As students performed the various tasks, the teacher indicated on the tracking sheet whether they were emerging, developing, proficient, or extending in that curricular competency. Assessing in this way allowed for the teaching team to collect data and identify how to use the final eight weeks of school to support specific areas of numeracy. The teacher met with students in groups of three having individuals work through problems such as: - How would you count this collection? (looking of sequencing of numbers, one -to-one correspondence, ease of skip counting...) - Can you add the numbers on this die? (looking for subitizing and adding on to the largest number). - How many can you count in the ten frames? (Teachers looking for identifying 5 and 10 in ten frames and being able to add on, skip by five, and ten).
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	Through this work participating staff became familiar with the Coast Metro Resource, the range of materials in the school and how to align them with tasks, and how to use conferencing to assess numeracy.
This action supports our school's learning focus in the following ways:	This was assessment process highlighted as a new way to gather information about how to differentiate and learn about where students are and what learning skills were still needed for student success. The Resource Teacher was able to take that data and focus on skip counting by 2s and 5s with approximately 5 students to bring them from emerging to proficient. This collaboration and targeted support informed practice and ensured that specific students received additional support in targeted areas.

May Data Div 14 Proficiency by Concept

	Emerging	Developing	Proficient	Extending
Grade 1/2				
Estimation			8	1
Counting Collections			8	1
Counting on		1	7	1
Skip counting 2s and 5s		2	7	1
Recall pairs that make 10	1	4	3	1
Represent numbers to 20 in different ways (tally, ten frame, base 10, diagrams)	1	2	5	1
Identify missing part of a whole in a part-part whole relationship		1	7	1
Mental math strategies (doubles, benchmark, bridging)		3	5	1
Identify operation to use in a story problem		2	6	1
Use a variety of tools to add and subtract (number lines, ten frames, tally)		2	6	1

