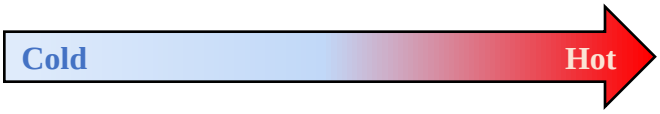
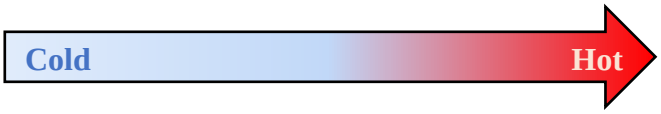
Communicating and Representing Formative Self-Assessment

I am able to …		How am I doing …
My Mathematical Solution	… write a solution that shows my steps and gives reasons for my steps. … provide a variety of methods to my answer.	 Explain:
	… describe my thinking with words, algebra, diagrams, graphs, and/or other forms.	 Explain:
My Collaboration	... use relevant mathematical vocabulary and language when describing my thinking with others in my group.	 Explain:
	… offer my ideas without fear and persevere in communicating my ideas with others.	 Explain:

Reflection

During this activity, ***what did I do well*** with regards to mathematical communication and representation?

Based on this activity, ***what would I like to improve*** on with regards to mathematical communication and representation?

Student Self-Assessment:
Grading or evaluation is intentionally absent from this template, as it can have a negative impact on student honesty and sincerity in completing this assessment. The primary purpose behind this

assessment is to provide an opportunity for students to reflect on their own competency around communicating and representing and to give *value* to this in a classroom setting. The *value* comes through in the time devoted to the activity itself, and also in how the teacher decides to include these assessments in the reporting of student progress.

Teacher Use:
The following template is for teacher use only. After students self-assess a number of times over the course of a term, teachers can use this proficiency scale to code the student's assessments and notice growth.

Emerging	Developing	Proficient	Extending
The student indicates multiple areas that need growth, but is not able to describe an awareness or a plan for that growth.	The student indicates and is aware of many areas that require growth.	The student indicates one or two areas that require growth and articulates a plan for growth.	The student is fully meeting in all areas and is still able to articulate a plan for continued growth.

About the authors:

Jubliee Hu is currently a math teacher at South Delta Secondary School. In her 12 years of teaching, she has taught Math 8-12, Science 8-10, and Physics 11 and 12. In 2016, she completed her M. Ed. graduating paper on "A Study of Teachers' Experience with the Revised BC Curriculum and How the Revised BC Curriculum Impacts Teaching Practice". Her passion is in curriculum and assessment.

Michael Pruner (@cafedepruner) is a high school mathematics teacher from North Vancouver, a PhD student at Simon Fraser University, and a past president of the BC Association of Mathematics Teachers. Teaching for 25 years, Michael has always had an ever-changing mix of Math 8 through to AP Calculus and has recently discovered a passion for developing *Thinking Classrooms.* Michael believes that mathematics is a social endeavour and is best learned through collaborative activity in rich tasks. Through the BCAMT, Michael has had the privilege of visiting classrooms all across BC sharing his experience and knowledge of developing and maintaining *Thinking Classrooms*.