Getting From Arithmetic to Algebra: Balanced Assessments for the Transition

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Summary:

The Australian Curriculum is an important step forward in the standardisation of instruction in Australian schools, and as such, it is the duty of educators to familiarise themselves with this curriculum, and the quality resources that support it.

In Getting from Arithmetic to Algebra: Balanced Assessments for the Transition, two experienced educators present a fresh and engaging approach to mathematics instruction in the middle years with the transition from arithmetic to algebra.

The authors provide a collection of balanced, multi-dimensional assessment tasks designed to evaluate students’ ability to work with mathematical objects and perform mathematical actions. These assessments were carefully developed and tested to make them as revealing and adaptable as possible, suitable for incorporation into any curriculum.

Teachers will appreciate the explicit and illustrative material the authors include to specifically help assess the mathematical understanding of students in years 5–8. The text features an introduction to algebra instruction under the Australian Curriculum, a teacher’s guide for each reproducible student task, correlations to the Australian Curriculum content descriptions, and solutions and rubrics.

Supporting Resources:

- Cultivating a Maths Coaching Practice: A Guide for P–8 Maths Educators (CO1001)
- Styles and Strategies for Teaching Secondary School Mathematics (CO1067)
- Tasks and Rubrics for Balanced Mathematics Assessment (CO5827)
- Using Rubrics to Assess Open-Ended Maths Tasks (HB7175)
- Tools for Thoughtful Assessment (TC0602)