

# The Learning Record

# Mathematics

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School \_\_\_\_\_ Teacher \_\_\_\_\_ School Year \_\_\_\_\_

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Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Birth Date \_\_\_\_\_ Gender \_\_\_\_\_

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Languages understood	Languages read	Languages spoken	Languages written
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Detail any aspect of hearing, vision, or coordination affecting the student's mathematical development. Give the source/date of the information.	Names of staff involved with student's development.
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## Documenting Prior Experiences To be completed during the first quarter

### Record of discussion between student's parent(s) and class teacher

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Signed Parent(s) \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

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### Record of mathematics conference with student

**Collecting Evidence of Student Learning: Observations Notes**

(working in English and/or other Language) Duplicate additional copies as needed.

Record observations of the student's developing understanding of important mathematical ideas and ability to thoughtfully use mathematics to analyze and solve problems across a range of areas and contexts. The matrix can be used to record the range of social and curriculum contexts sampled by writing the date of each observation in the appropriate cell.

AREAS OF MATHEMATICS	SOCIAL CONTEXTS					
	individual	pair	small group	student with adult	small/large group with adult	
Number Sense						
Patterns, Functions and Algebra						
Geometry and Measurement						
Statistics and Probability						

Check the W column if student work is included with the observation.

Dates	W	Mathematics Observations



## Collecting Evidence of Student Learning: Analysis of Mathematics Work

(working in English and/or other languages) Duplicate additional copies as needed

<b>Dates and area(s) of mathematics</b>			
<b>Task/activity and specific mathematical ideas</b>			
<b>Context</b> <ul style="list-style-type: none"> <li>• how the task arose (e.g., student/teacher generated, interview, on-demand task, homework, investigation, presentation)</li> <li>• time allotted</li> <li>• problem, new content, review, etc.</li> <li>• working alone or with others</li> </ul>			
<b>Engagement/response:</b> <ul style="list-style-type: none"> <li>• confidence, persistence, degree of independence</li> <li>• involvement in the activity</li> <li>• level of challenge</li> <li>• personal (pleasure, interest)</li> <li>• critical response (understanding, analyzing, evaluating, reflecting on learning)</li> </ul>			
<b>Doing Mathematics strategies and approaches</b> <ul style="list-style-type: none"> <li>• using own methods</li> <li>• making choices about plans, materials, ways of working</li> </ul> <b>communicating</b> <ul style="list-style-type: none"> <li>• interpreting information</li> <li>• explaining thinking</li> <li>• recording methods/results</li> <li>• interpreting solutions</li> <li>• listening to others' explanations</li> </ul> <b>connecting and reasoning</b> <ul style="list-style-type: none"> <li>• using mathematical relationships</li> <li>• developing arguments/proofs</li> </ul>			
<b>Mathematical knowledge and understanding exhibited</b>           <b>What this sample shows about the student's mathematical development.</b>			
<b>Experiences/support needed to further development.</b>			

**Summarizing Student's Mathematics Learning** To be completed during the third or fourth quarter by the teacher and student, using evidence of student progress collected on the Data Collection Forms.

Please comment on the student's progress and development and the degree of confidence and independence as a thoughtful/reflective user of mathematics; the range, quality and variety of experiences in all areas of mathematics; the student's pleasure and involvement in mathematics, alone and in collaboration with others; the range of strategies and approaches used to analyze, solve, and interpret problem situations, and the growing understanding of important mathematical ideas.

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**Reflecting on Student's Work** To be completed during the fourth quarter.  
**Comments on the record by the student's parent(s)**

**Record of mathematics conference with student**

**Information for receiving teacher** Update above summary of mathematics learning. What experiences and teaching have helped/would help development in this area?

Student's placement on the Mathematical Understanding Scale and the Mathematical Disposition Scale at the end of the year or the end of the

<b>Mathematical Understanding Scale</b>	<b>Mathematical Disposition Scale</b> (grades 3-12)
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third quarter for records going through moderation:

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