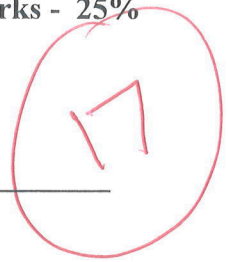


NAME: _____



WARNING! Marks will be deducted for inappropriate use of the word 'grade'.

Choose ONE of these systematic errors:

- Primary maths: Presenting ratios that include zeroes e.g. I have 3 pens and you have no pen so the ratio of pens between you and me is 3:0.
- Primary TESOL: use of the apostrophe for simple plurals e.g. 'Three girl's were waiting outside.'



DIAGNOSTIC TESTING

(1) Write a multiple choice item for the error you have chosen. At least one of the answer options must target the systematic error. Indicate the correct answer with an arrow and the option(s) targeting the error with an asterisk. Note that distractors that do not target the error must make sense and not stand out.

Circle the write! answer.

The plural form of "Mask" is:

(a) Mask's *

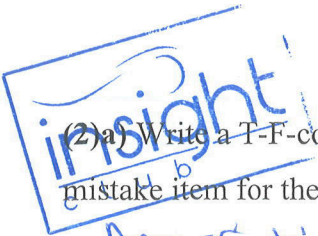
(b) MASKS ←

(c) Maskes

(d) Mask



(2 marks)



(2)a) Write a T-F-correct-the-F item for the maths topic or a Correct-Incorrect-Correct-the-mistake item for the language topic for this error. (Make sure the answer is F/Inc!)

Answer by correct or incorrect and correct the incorrect statement

Lama's bag contains three different colors.



(1 mark)

b) Write a marking key for the item.

False (1/2 m)

Lama's bag contains three different colors (1/2 m)

(1 mark)

(3)a) Write an open-ended question for this error. It must contain at least 2 answer elements.

Fill in the blanks with the write plural form.

Jad plays two [hour] per day

Lama's closet contains five red [shirt]

(2 marks)

b) Write a marking key for this item.



Jad plays two hours per day (1 m)

Lama's closet containing five red shirts (1 m)

(2 marks)

c) Answer the question you wrote in (a) as you would expect a student who exhibits the systematic error to do so.

~~4:2 = 2~~ → ~~2:1~~ Jad plays two hour's per day.
~~8:4 = 2~~ → ~~4:2~~ Lama's closet contains five red shirts!

~~12:8 = 3/2~~ → ~~6:4~~

~~The systematic error is that the student is always dividing by 2 not by GCF.~~ (1 mark)

skirt's - 1/2



(4) You administer a diagnostic test and ascertain that about half the kids in the class are making the systematic error. What steps would you take to rectify the situation?

I'll give the good half of the students extra problems of higher level. And the other half (who have it wrong) I'll repeat the ^{the lesson} _{part of the} where they did mistake.

No, give remedial tasks



(2 marks)

-1/2

DIFFERENTIATED INSTRUCTION

Primary Maths (c. Grade 4): Introduction to percentages. The kids can handle fractions and you should approach a percentage as a fraction over 100.

Primary TESOL (c. Grade 6): Essay composition. You need to cover the basic structure of an essay and get them writing short but properly structured essays.

You have a mixed-ability class of 27. Of these, 19 are 'average', four are very quick and smart, and four are slow learners. You have **five 40-minute periods** to cover this material.

(1) What would you consider to be the **basic** knowledge and skills that **all** learners should acquire from this series of lessons? (List four things)

These do not read like objectives at all

- The percentage is part of a whole where the whole is 100.

- percentage is less than, or equal to 100. (100% is the max which represent the total)

- Add up percentages.

- Deduce the quantity from percentages. (4 marks)
(2 apples out of 4 represent 50%)

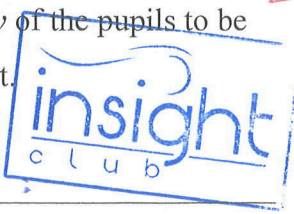
Mixed the important ones

(2) Give two examples of questions/problems that you would expect **any** of the pupils to be able to handle at the end of the series. They should be distinctly different.

-2

(i)

write each fraction in percentage form.



$\frac{20}{100} = \underline{\hspace{2cm}} \%$

$\frac{16}{100} = \underline{\hspace{2cm}} \%$

$\frac{50}{100} = \underline{\hspace{2cm}} \%$

$\frac{32}{100} = \underline{\hspace{2cm}} \%$



~~in the basket~~ ~~the correct answer~~
 (ii) ~~the basket~~ ~~the correct answer~~
 Dad has 25% apples ~~in the basket~~ ~~of the~~
 in the basket.

How many apples do Dad have if there are 100 apples in the basket?

(2 marks)

(3)a) What knowledge/skills would you expect only the four better pupils to acquire?

Fractions to percentages
 change x-BASIC (for 100 fractions)

The percentage difference between 2 quantities.



(2 marks)

b) How would you go about teaching those?

I'll give them different task sheets that contain exercises at this level. I'll put them in group and teach them the new skills while the rest of the class is still working on the basic skills problems.

give an idea of context

(2 marks)

c) Give two examples of questions or problems that you would expect only these pupils to be able to answer. They need to be distinctly different.

(i) Fill in the blanks with the correct answer:

$\frac{1}{2} = \underline{\hspace{2cm}} \%$

$\frac{2}{3} = \underline{\hspace{2cm}} \%$

$\frac{12}{16} = \underline{\hspace{2cm}} \%$

$\frac{1}{4} = \underline{\hspace{2cm}} \%$

i.e. non-100 denominators

(ii) Jamal read 8 books while Salam read 10 books. What's the percentage difference between Jamal and Salam read?

↳ the number of books

$\left(\frac{10-8}{8} \times 100 = 25\% \right)$

(4 marks)

Salam read 25% more books than Jamal.

but this depends on which you use as a baseline