

**Program Master 10**

**Mathematical Dispositions and Learning Skills**

Teachers can record observations about students' dispositions and learning skills once or twice during each unit by noting a rating (for example, 1 to 4, or E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement) along with brief comments.

Learning Skills	Observation 1		Observation 2	
	Rating*	Date/Evidence	Rating*	Date/Evidence
<b>Independent work</b> <ul style="list-style-type: none"> <li>• shows self-responsibility</li> <li>• completes work on time and with care</li> </ul>				
<b>Initiative</b> <ul style="list-style-type: none"> <li>• takes risks in performing mathematical tasks</li> <li>• exhibits curiosity</li> <li>• shows enjoyment of mathematical experiences</li> <li>• approaches new tasks confidently</li> </ul>				
<b>Work habits</b> <ul style="list-style-type: none"> <li>• puts forward consistent effort</li> <li>• perseveres in mathematical tasks and projects</li> <li>• shows flexibility</li> </ul>				
<b>Class participation</b> <ul style="list-style-type: none"> <li>• contributes to mathematical discussions</li> <li>• contributes to co-operative problem solving</li> <li>• shares responsibility</li> </ul>				
<b>Problem solving</b> <ul style="list-style-type: none"> <li>• mathematically represents and organizes information</li> <li>• devises plans</li> <li>• carries out plans</li> <li>• self-checks to verify solutions</li> <li>• makes connections among different problems and solutions</li> </ul>				
<b>Goal setting</b> <ul style="list-style-type: none"> <li>• assesses own work; evaluates success</li> <li>• identifies goals</li> <li>• identifies specific steps or actions needed to improve</li> <li>• uses criteria</li> </ul>				

\*Use notes, or locally or provincially approved levels, symbols, or numeric ratings.