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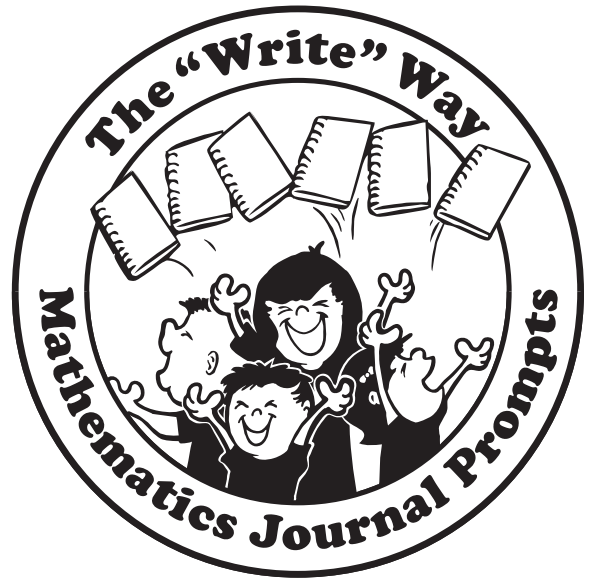
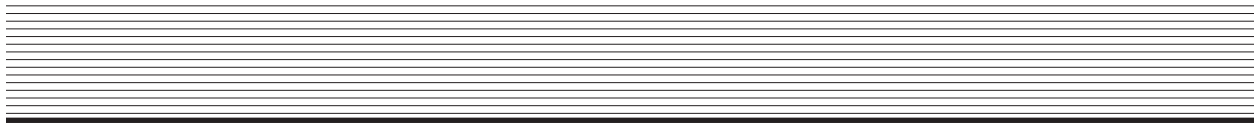
FOR GEOMETRY

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**CR
DG** Curriculum Research
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services for preschool through grade 12



The “Write” Way **Mathematics** **Journal Prompts** **and More**

FOR GEOMETRY

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Published by Curriculum Research & Development Group

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ISBN-10 1-58351-081-8

ISBN-13 978-1-58351-081-0

eISBN 978-1-58351-131-2

Printed in the United States of America

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Distributed by the

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Journal Writing

Journal writing can be structured to give teachers cohesive and comparable information about students and their thinking while challenging them through contextual situations. A structure for journal writing includes prompts that focus on (1) mathematical content, (2) mathematical processes, and (3) student attitude or affect. Journal prompts give situations or questions to which students respond. Responses may include words, pictures or drawings, or symbols. Students are encouraged to support their ideas and to clearly explain what they mean. They can give specific examples as part of their explanations or use counterexamples.

Content prompts relate or connect topics within and outside of mathematics, targeting important or meaningful concepts and skills. They can also provide situations that focus on areas where students often have misunderstandings or misconceptions. The responses to the prompts give teachers (and students) insight into how a student has interpreted a mathematical idea.

Process prompts promote the awareness of how students solve or approach problems or algorithms. The responses to these prompts can give insight into students' preferences for problem-solving strategies or algorithms and into how they learn or remember. As students become aware of how they learn and solve problems, they grow more confident in approaching new or novel problems.

Attitudinal or affective prompts focus on students' feelings about themselves as mathematicians and students of mathematics. Students' responses allow teachers to assess how positive attitudes about mathematics and mathematicians are developing in the classroom environment.

Extended Problem-solving Tasks

Extended or expanded problem-solving tasks provide opportunities for students to explore and solve problems that require novel solution approaches. For this purpose, problem solving is defined as confronting a problem that does not have an obvious solution or solution path. In most cases, a non-routine solution method (or combination of methods) is required such as making a list, drawing a diagram, working backwards, guessing-and-testing, or creating a table.

Extended problem-solving tasks require more time and thought to solve than routine problems. Students draw on their previous knowledge and experiences to reason through the problem. Because their thought processes will be more complex, writing an expanded solution is an important part of communicating their methods or processes to others. Writing a response to an extended problem-solving task also helps students create a solution process as they clarify what the problem is asking, what information is given in the problem, and what solution methods would be appropriate.

Many students believe problem solving to be a linear process. That is, they read a problem, think of a solution method, solve the problem, and check their answer. Problem solving is more complex. It often requires re-reading a problem or abandoning one solution method for another.

Assessment Tasks Requiring Writing

Assessing student understanding can be done in a variety of ways including journal writing, homework problems, problem-solving write-ups, quizzes, and tests. Any assessment should encompass at least three types of tasks:

(1) problem solving, (2) conceptual understanding, and (3) skill acquisition.

Of the three types of assessment tasks, skill acquisition is most often assessed. These tasks would include solving equations and inequalities or using formulas by primarily symbol manipulation. Students often apply an algorithm that may or may not convey their understanding.

Items that are designed to assess students' conceptual understanding or ability to problem solve can provide a rich means by which students demonstrate their thinking and interpretations of concepts through expanded responses. The inclusion of these types of items link assessment with classroom practice. If students are required in mathematics classes to explain their thinking in class discussions or on their homework papers, it is important that assessments also include similar tasks. Likewise, if state assessments include self-constructed response items, students will develop skill in responding to such items when these types of tasks are regularly included on a daily basis as well as on assessments.

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- ✎ There are 12 extended problem-solving tasks. Each task requires more time to solve than one class period. Students often provide the best solutions if they are given 10 days in which to solve it. The teacher may decide to use one of these every 3 weeks or so.
 - ✎ In some cases, teachers may assign the tasks for the entire class to work individually. These tasks also give teachers and students the opportunity to use pair or group problem solving. Regardless, it is important that students write their responses in a way that a reader can see the flow of their thinking and understand the solution method or path that they used.
 - ✎ It is recommended that students do extended problem solving on a regular basis. This practice supports their development of problem-solving strategies and boosts their confidence to solve complex problems.
 - ✎ For each problem-solving task a solution has been given. However, there are multiple methods to solve each problem. Teachers should be open to creative ways that students may approach these problems.
 - ✎ There are 10 assessment items included here. These items represent a conceptual approach to a particular mathematical topic. There should be no more than one of these items on a chapter test. If used independent of the chapter quizzes or tests, however, it is possible to use more than one. Additionally, any of the content or process journal prompts can be used on formative or summative assessments in a similar manner.
 - ✎ It is important to recognize that students should have experience with talking and writing mathematics daily in order for the use of these assessment items to be representative of student understanding. If a teacher uses a lecture-based approach, some of these items may need alteration to allow for optimal responses from students.

Evaluating Students' Responses

Students tend to give the writing more thought if it is to be scored. One method used was to score the responses on content rather than on grammar and spelling. An essay grading method was used. By reading two or three papers to get a feel for students' responses these first papers formed the baseline for scoring other papers. This method, however, did not provide students a guideline for writing in advance.

When teachers use rubrics and metrics, however, scoring guidelines can be provided in advance. A rubric establishes qualitative levels that define what characteristics a response has or what criteria it meets. The qualitative levels are not used as points. On the other hand, a metric is a point system. The levels of a metric have specific criteria associated with each point value. The same criteria may be used for either a rubric or a metric system. The difference is in whether or not points or qualitative levels are established for the response.

There are many ways to create a rubric or metric. Teachers can develop one alone, or students can work with the teacher to develop a rubric or metric specific to their class or to the task. Sample rubrics and metrics, developed with students' participation, follow on the next page.

Although grammar and punctuation are not usually scored, students should communicate their ideas in ways that are understandable. Some students may use drawings, tables, charts, or other means to convey their ideas. They should be encouraged to use whatever ways they need to make their ideas clear.

As writing tasks are used, excerpts can be taken from students' papers to illustrate qualities that you consider important. Both high- and low-quality responses can be used to show students the comparison with rubric or metric criteria. Of course, authorship of whatever responses are selected should be kept anonymous.

Rubrics or metrics to score the problem-solving tasks as extended types or as assessment items can be developed for each individual task or created as a general guide for student performance. The rubrics or metrics that follow can also be adapted to serve as a generalized set of criteria to guide students' solution approaches. If rubrics or metrics are being used by the entire mathematics department, it may be appropriate to have department-wide discussions to agree upon criteria. This will provide a means by which to motivate consistent and cohesive student work across grades, courses, and teachers.

With any form of writing and any type of rubric or metric, students can self-evaluate their responses or conduct peer evaluations. This allows you to see if students truly understand the criteria outlined in the rubric or metric. This activity also requires students to think at a much higher level as they analyze critically others' work .

General Metric

4 points The student's work includes—

- ✎ completed prompt or an answer to the question posed
- ✎ support for statements made by using either examples or counterexamples
- ✎ ideas clearly communicated to the reader
- ✎ legible writing, drawings, pictures, charts or tables, and diagrams
- ✎ accurate mathematics or information

3 points Omission of one criterion from level 4

2 points Omission of two criteria from level 4

1 point Omission of three criteria from level 4

0 points Omission of more than three criteria from level 4

Three-level Rubric (or Metric)

The student's work shows a response that—

Exceeds standard

- ✎ addresses the question raised in the prompt
- ✎ has correct or accurate mathematics
- ✎ is legible
- ✎ has support or justification for any statements made
- ✎ makes sense to the reader

Meets standard

- ✎ addresses the question raised in the prompt
- ✎ has some correct or accurate mathematics
- ✎ is legible
- ✎ does not support or justify some of the statements made
- ✎ makes sense to the reader

Below standard

- ✎ does not address the question raised in the prompt
- ✎ has incorrect or inaccurate mathematics
- ✎ is not legible
- ✎ does not support or justify statements made

Five-level Rubric (or Metric)

4 The student's work shows response that—

- ✎ addresses the question raised in the prompt
- ✎ has correct or accurate mathematics
- ✎ is legible
- ✎ has support or justification for any statements made
- ✎ makes sense to the reader.

3 The student's work shows response that—

- ✎ addresses the question raised in the prompt
- ✎ has correct or accurate mathematics
- ✎ is legible
- ✎ does not have fully justified or supported statements
- ✎ makes sense to the reader

2 The student's work shows a response that—

- ✎ addresses the question raised in the prompt
- ✎ has some incorrect or inaccurate mathematics
- ✎ is legible
- ✎ does not have justified or supported statements
- ✎ is somewhat clear to the reader

1 The student's work shows a response that—

- ✎ addresses the question raised in the prompt
- ✎ has incorrect or inaccurate mathematics
- ✎ is partially legible
- ✎ does not have justified or supported statements
- ✎ does not make sense to the reader

0 The student's work shows a response that—

- ✎ does not address the question raised in the prompt
- ✎ has incorrect or inaccurate mathematics
- ✎ is not legible
- ✎ does not make sense to the reader

Implementing Journal Writing in Your Classroom

- ✎ To begin using writing in your classroom, you will need to make sure your students understand your expectations for writing. The following offers one method for helping students learn what is meant by *writing in mathematics*.
- ✎ Share with students the rubric or metric you will be using. You may opt to create a rubric or metric with your students rather than creating one yourself. Make copies of the rubric or metric for students to keep in their notebooks. Post one copy in the classroom for easy reference.
- ✎ Give students a practice prompt to write. If it is used as a warm-up, allow about 6 minutes for them to respond. The practice prompt can be any type, but the rubric or metric may work better with a content prompt. Select one that you feel all students in your class can attempt.
- ✎ Have students compare what they wrote with their partner or table mates. They should check the rubric or metric. Have students focus on 3 things they could do to improve their writing to the next higher level. If their writing already includes all the indicators for the top level, ask them to write another question that this prompt made them think about.
- ✎ Allow 3 minutes for students to correct or revise their work. They should strive to reach the top two levels of the rubric or metric.
- ✎ Collect the work. Score it with your rubric or metric. However, to allow students time to learn to meet your expectations, you may not want to record the score yet.
- ✎ For the next several days, whether you assign prompts as a warm-up or for homework, allow students time to revise or correct their work. You should stress that they should strive to reach the top two levels. Repeat this phase as often as needed to help students understand your expectations for their writing.
- ✎ If possible, show students samples of other students' writing. Use this sample to illustrate what you mean by your criteria in the rubric or metric. A sample of student writing in the middle grades follows.

Sample of Student Work

**Prompt: Corey said, “A rhombus and a rectangle are the same thing.”
Do you agree with Corey? Why or why not?**

○	<i>No, I don't agree with Corey. The only time that a rhombus and a rectangle are the same thing is when the rectangle and rhombus are a square. A square can be a rhombus and a square can be a rectangle. That's the only time when they would be the same thing.</i>
	<i>I think some people might agree with Corey if they think that there are some things about a rhombus and a rectangle that are the same. Like they both have two pairs of parallel sides and opposite sides are the same length. He should be more careful and remember to think about everything.</i>

Content Prompts

Axioms, Postulates, and Reasoning

1. I use inductive reasoning when . . .

Students discuss the use of particular instances to find a generalization in inductive reasoning. Watch for students who confuse inductive reasoning with deductive reasoning, finding specific examples using a generalization.

2. Tarika asked her teacher, “Why do we need so many definitions in geometry?” What do you think her teacher told her? Be specific.

Having a common agreement on the meaning of concepts or terms is important in communicating with each other. Students may offer specific ideas related to the class discussion about definitions and their use.

3. “I think a postulate is like a theorem,” said Travis. “I don’t agree with that,” said Desiree. Who do you agree with? Why? Explain.

A postulate is accepted as true, but a theorem can be proven. Students should clearly distinguish the two and cite supporting examples.