**Math Learning Log** Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Bl:\_\_\_\_\_
*We invite you to use this learning log as an active tool to track your progress in math and make plans for improvement.*

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| **What am I Learning?** | **How’s it Going?** |
| *Objective* | *Task* | *Achievement* | *Feedback (Area for improvement)* |
| **Investigating Patterns (B)***I am able to:*i. select and apply mathematical problem-solving techniques to discover complex patternsii. describe patterns as relationships and/or general rules consistent with correct findingsiii. verify and justify these relationships and/or general rules. |  |  |  |
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| **What am I Learning?** | **How’s it Going?** |
|  *Objective* | *Task* | *Achievement* | *Feedback (Area for improvement)* |
| **Knowing & Understanding (A)***I am able to:*i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situationsii. apply the selected mathematics successfullyiii. generally solve these problems correctly |  |  |  |
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| **What am I Learning?** | **How’s it Going?** |
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| **Applying Mathematics in Real-Life Contexts (D)***I am able to:* i. identify the relevant elements of the authentic real-life situation.ii. select appropriate mathematical strategies to model the authentic real-life situationiii. apply the selected mathematical strategies to reach a correct solutioniv. explain the degree of accuracy of the solutionv. explain whether the solution makes sense in the context of the authentic real-life situation.  |  |  |  |
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| **What am I Learning?** | **How’s it Going?** |
|  *Objective* | *Task* | *Achievement* | *Feedback (Area for improvement)* |
| **Communicating (C)***I am able to:* i. use different forms of mathematical representation to consistently present information correctlyii. move effectively between different forms of mathematical representationiii. communicate through lines of reasoning that are complete and coherentiv. present work that is consistently organized using a logical structure  |  |  |  |
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