Individual Learning Goal – Numeracy Exemplar			
Name of the Student: Student A	Signed : xxxxxxx	Name of the tutor:vxxxxxxxxx	Signed:vxxxxxxxx
Date:		Programme: Foundation Studies	

Numeracy Learning Goal:
I would like to help this student develop skills to achieve Statistics, Data and Handling Level 4

To achieve this goal I will:	Resources I need	Evidence for success is	How much time do I need
Improve Student A's knowledge of her Multiplication Tables in order to assist her development of Place Value and Fractions/Decimal/% conversions.	The 'CAN DO maths' basic facts analysis test & the x-table teaching progressions and activities: Practise Tests, Beep Test and Sprint Sheets. (x9, Square Numbers, x4, x3 and the harder tables)	When Student A scores more than her initial score in the pre-test or she displays mastery (100% correct).	After the initial analysis on the .. *date..* I have given the students a 3 week time frame to improve their score. Date Achieved :
2. Carefully structure a learning sequence for Student A to develop her understanding of equivalent fractions, so she can improve her place value knowledge of 1/10^{ths} and 1/100^{ths}. With this knowledge she can then manipulate fractions/decimals and percentages.	Foundation Studies course notes and exercises. Pre Test & Post Test.	When Student A can independently manipulate fractions into tenths or hundredths to name the equivalent decimals or percentages.	3 weeks of teaching which include a Decimal/Fractions/% test, a Mock Arithmetic Applications Test and the Final Arithmetic Applications Test. Date Achieved :
3. Some self-directed learning on	**Equivalent Fractions.** Additional reading & activities:	When Student A can manipulate equivalent fractions and find the	As above.

equivalent fractions to support and reinforce my understanding.	http://www.mathsisfun.com/equivalent_fractions.html Video & activities: http://www.bbc.co.uk/skillswise/topic/fractions	simplest forms of given fractions.	Date Achieved :
4. Some self-directed learning on decimal/%/fractions conversions to support and reinforce my understanding.	**Decimals/Percentages/Fractions.** Game: http://www.math-play.com/Fractions-Decimals-Percents-Jeopardy/fractions-decimals-percents-jeopardy.html Game: http://www.mathplayground.com/Decention/Decention.html Video & activities: http://www.bbc.co.uk/skillswise/topic/comparing-fractions Were the resources useful? Yes: × OK: Not at all:	When Student A can manipulate fractions into decimals and percentages and vice versa.	As above. Date Achieved :