

Getting better at open tasks cards - student

Students are afraid of being wrong	Students see maths as a set of arbitrary rules to be remembered	Students don't see the need to communicate a method
Students begin to ask some mathematical questions about a given situation	Students are willing to take a risk	Some mathematical topics are seen as linked only to specific real life contexts covered in class
Students see some links between different areas of mathematics	Students are confident to experiment with different strategies	Students see maths as a problem solving subject
Students are confident to explain both results and methods to a range of audiences	Students use maths to explore the validity of their conclusions	Students develop their own structure for recording results
Students use teacher's structure to record results	Students develop their own structure for recording results efficiently	Students ask the teacher if their mathematics is correct
Students tell the teacher why their mathematics is correct	Students' questions are about mathematics	Students' questions are about how to tackle the task
Students give up if their first strategy is unsuccessful	Students are willing to start again if their strategy has not worked	Students' don't know how to start a task
Students don't understand why they are doing the task	Students expect the teacher to tell them how to start	Students can attempt a task but cannot communicate a solution to a wider audience
Students cannot decide which pieces of information will be useful		