

TOPS Report Discussion Routines

TOPS Report discussions are more efficient and effective if students properly prepare for each discussion. Display the following steps on a noticeboard to remind students how to prepare for the discussions.

Prepare for TOPS Report Discussion

1. Show all work on paper, either on the assignment or on separate sheets of paper, so the teacher can quickly see any difficulties.
2. Bring all papers to the scanner.
3. After scanning, staple papers to the TOPS Report so everything is ready for the discussion.
4. Use your TOPS Report to help you find your mistakes and re-work incorrect problems on your assignment.
5. Discuss your work and the TOPS Report with the teacher.

By default, the TOPS Report prints the correct answer choices for any incorrectly answered problems, but you can choose to print the report without displaying the correct answers. From the Home Page, under Accelerated Maths, click **Preferences** and then **TOPS Report**. Click the box to remove the tick for the Include Correct Answer preference.

Discussions are more meaningful if students attempt to correct their mistakes prior to meeting with you. Students should try to understand their mistakes and develop questions to ask you. Students can become better at self-evaluation and develop the ability to determine what they do and do not understand and how to communicate this to you.

Display the following procedure for students to use in correcting their mistakes and preparing to discuss their work with you:

Correcting Your Work

1. Read your TOPS Report.
2. Circle the problem number for any problems you answered incorrectly on your assignment.
3. Decide which problems you can correct yourself and which you need help to correct.
4. Work any incorrectly answered problems again, writing out all steps. Circle your new answers.
5. If necessary, get help from the textbook or your notes. Ask another student to explain the problem if you're still having difficulty.
6. Think about questions to ask the teacher.

Teach students how to correct their work. They should show all steps, explain why their new answer is correct, and explain what they did wrong on their first try. If students follow the procedure above, your discussions will be more effective and take less time. If you teach in the primary years, your students may not be able to follow all the steps in the procedure. Always use your judgement about what to expect your students to do.