Trend Task: 9 x 7

Approach:	One to one	Year:	4 & 8
Focus:	Multiplication strategies		
Resources:	2 equation cards		

Questions / instructions:	% response 2005 ('01) year 4	year 8
Place card 1 (9 x 7) in front of the student. Suppose that I couldn't remember that 9 x 7 is 63. Explain to me how I could figure it out if I didn't have something like a calculator to help me.		
no appropriate response	34 (33)	12 (14)
added seven 9s together	16 (15)	13 (20)
added nine 7s together	18 (24)	13 (21)
multiplied 10 by 7, got 70, subtracted one 7, got 63	8 (4)	14 (7)
mulitplied 9 by 10, got 90, took away 9 by 3, got 63	2 (1)	2 (1)
finger process *(explained adequately)*	7 (9)	25 (19)
went through times table, got to nearest response, then added or subtracted 7s as required	3 (4)	7 (7)
chanted times table, hoped it jogged memory	2 (2)	2 (2)
tried to remember it the other way around	4 (3)	3 (2)
any other valid response	6 (5)	10 (7)
Place card 2 (19 x 7) in front of the student. Explain to me how you would figure out 19 x 7 if you didn't have something like a calculator to help you.		
no appropriate response	55 (53)	30 (30)
added 19 seven times	12 (18)	10 (16)
added 7 nineteen times	10 (16)	4 (8)
multiplied 20 by 7, got 140, subtracted one 7, got 133	5 (2)	15 (6)
noted that 9 x 7 is 63 added 10 x 7 is 70, got 133	14 (6)	24 (20)
finger process *(explained adequately)*	1 (0)	0 (0)
normal multiplication algorithm *(clearly explained)*	2 (3)	15 (18)
any other valid response	2 (3)	3 (2)
Total score: 6	6 (2)	11 (5)
5	0 (1)	3 (3)
4	11 (6)	25 (18)
3	8 (6)	18 (16)
2	22 (33)	18 (29)
1	24 (23)	20 (20)
0	29 (29)	6 (9)

Commentary:

Both year 4 and year 8 students in 2005 were more likely to employ effective approaches such as noticing patterns in numbers than the 2001 cohort.