

## **Clinical Interview — Grayson Wheatley**

### **Analysis, Part 3: Pool/walkway problem**

The student's mathematical reasoning is not strong. Her actions such as multiplying 23 time 32 shows a lack of a sense making orientation. Her final answer makes no sense whatsoever. My experience suggests that previous emphasis on procedures has inhibited her ability to reason; she thinks about what procedure to apply rather than making sense of the situation. Note: this is a very bright, serious, disciplined student with high educational aspirations. Her actions to this problem provides overwhelming evidence that a procedural approach to mathematics instruction has serious limitations.