# TASK 4: MATHEMATICS ASSESSMENT COMMENTARY

Respond to the prompts below (**no more than 8 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (**no more than 5 additional pages**) to the end of this file. If you submit a student work sample as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward the commentary 8-page total.

## 1. Analyzing Student Learning—Whole Class

a. Identify the specific learning objectives measured by the formative assessment you chose for analysis.

[ ]

b. Provide a graphic (chart or table) or narrative that summarizes student learning for the whole class. Be sure to summarize student learning for all evaluation criteria submitted in Mathematics Assessment Task 4, Part D.

[ ]

c. Using examples from the summary chart, discuss the patterns of learning across the whole class relative to the following:

* conceptual understanding
* procedural fluency
* mathematical reasoning/problem-solving skills

[ ]

## 2. Analyzing Student Learning—3 Focus Students

From your analysis of whole class student learning, identify **one** area where students struggled mathematically. Select **3 student work samples** that represent the struggles in this area. These students will be your focus students for this task. **At least one of the focus students must have specific learning needs**, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English learner, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.

a. In what form did you submit the work samples for the 3 focus students? **(Delete choices that do not apply.)**

* Written work samples in text files
* In audio files
* In video files

b. Analyze the 3 students’ work samples and describe the students’ struggle(s) as they relate to the underlying mathematical understanding and/or concept. Cite specific evidence from the work samples in relation to mathematical errors, confusions, and partial understandings.

What do the students’ errors tell you about their mathematical understanding? For example, if a student error occurs in a subtraction problem, then the underlying mathematical understanding may include regrouping, meaning of subtraction, and/or subtraction as the inverse of addition. The related mathematical understanding becomes the basis for the targeted learning objective/goal for the students.

[ ]

c. If a video or an audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[ ]

## 3. Developing Students’ Mathematical Understanding

a. Based on your analysis of the focus students’ work samples, write a targeted learning objective/goal for the students related to the area of struggle.

[ ]

b. Describe the **re**-**engagement** **lesson** you designed to develop each focus student’s mathematical knowledge in relation to the targeted learning objective/goal. Your description should include

* targeted learning objective/goal from prompt 3a
* state-adopted academic content standards that were the basis of the analysis
* strategies and learning tasks to re-engage students (including what you and the students will be doing)
* representations and other instructional resources/materials used to re-engage students in learning
* assessments for monitoring student learning during the lesson (e.g., pair share, use of individual whiteboards, quick quiz)

[ ]

**Before responding to prompt 4, you will teach your re-engagement lesson. This lesson may be taught with the 3 focus students one-on-one, in a small group, or with the whole class.**

## 4. Analyzing Teaching

Cite evidence from the 3 focus students’ work samples from the re-engagement lesson to support your response to prompt 4b.

a. In what form did you submit the 3 students’ work samples from the re-engagement lesson? **(Delete choices that do not apply.)**

* Written work samples in text files
* In audio files
* In video files

b. Analyze the effectiveness of the strategies you used during the re-engagement lesson to develop students’ mathematical understanding in the identified area of struggle.

Consider the change in students’ mathematical understanding or misconception(s) in relation to the identified area of struggle when describing the effectiveness of the re-engagement lesson.

[ ]

c. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[ ]