**Team Names:**

**Mathematics Assessment Commentary**

In Task 4: Assessing Students’ Mathematics Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 5 single-spaced pages, including the prompts.**

**1. Analyzing Student Learning—Whole Class**

a. Identify the specific standards/objectives measured by the assessment you chose for analysis.

[ ]

b. List the evaluation criteria you used to analyze student learning.

[ ]

c. 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 listed above.

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

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 students must have specific learning needs, for example, a student with an IEP (Individualized Education Program), an English language 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.

Analyze the three 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.**

[ ]

**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

and/or **Common Core State Standards**, if applicable, 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 three focus students one-on-one, in a small group, or with the whole class.

[ ]

**4. Analyzing Teaching**

Cite evidence from the three focus students’ work samples from the re-engagement lesson to support your response to the prompt below.

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.