

Task #4: Elementary Mathematics Task

Disclaimer: This checklist does not replace the need to read and review the official edTPA Handbook and other resources. It serves as a tool to assure the details required within each task are considered and completed before submission.

"Task 4 requires you to analyze evidence of student learning of mathematics from ONE assessment completed by a whole class of students. The assessment must come from a learning segment of 3-5 lessons taught by you OR the classroom teacher, and, based on YOUR analysis from the assessment, YOU must plan and teach a re-engagement lesson that addresses the learning needs" of a small focus group of 3 students (page 42, Elementary edTPA Handbook)

Action	Questions	Completed
<p>1. Review the glossary (Handbook pages 74-75) Pay particular attention to the following terms:</p> <ul style="list-style-type: none"> • Conceptual understanding • Mathematical reasoning • Mathematical understanding • Patterns of learning • Procedural fluency • Representation 		
<p>2. Complete the Elementary Mathematics Context for Learning (located in Chalk and Wire under Task #4)</p> <p>___Maximum of no more than 4 pages; single space. This includes the prompts—DO NOT delete the prompts.</p> <p>___Arial font, 11 point type.</p> <p>___Provides context for the reviewer about how mathematics is taught in your class and who your students are. <i>Can they tell this from what you wrote?</i></p> <p>___When completing the table with your own class information, delete their examples provided within the document.</p> <p>___When you upload this back into C&W, you can do it as a Word Document or a PDF</p>		

Action	Questions	Completed
<p>3. Complete the Elementary Learning Segment Overview (located in Chalk and Wire under Task #4)</p> <p>___Maximum of 2 pages; single space</p> <p>___Use Arial font, 11 point type</p> <p>___Provide the central focus and standards for the math learning segment [3-5 lessons taught by YOU OR your TEACHER]</p> <ul style="list-style-type: none"> The central focus should support students' development of conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills. <p>___Provide the learning objective, instructional strategies, learning task/activity, and formative/summative assessments for each of the 3-5 lessons (brief description; must fit in the table and no more than 2 pages)</p>		
<p>4. Analyze a formative assessment that reflects WHOLE class learning (all individuals within the class)</p> <p>___The assessment may be created by you, your cooperating teacher, or be part of a district curriculum.</p> <p>___The assessment should provide ways for students to demonstrate their conceptual understanding, computational/procedural fluency, and mathematical reasoning/problem solving skills.</p> <ul style="list-style-type: none"> A blank copy of the assessment is uploaded into Chalk and Wire. Include the directions provided to students. <p>___Create or provide an evaluation criteria that YOU will use to analyze student's mathematical understanding. (e.g. With a test of 10 questions; 9-10 correct indicate advanced proficiency; 7-8 indicate proficiency)</p> <ul style="list-style-type: none"> This is uploaded into Chalk and Wire as a SINGLE document (doc, docx or pdf) <p>___Collect all of the student's work on the assessment and analyze, providing a response in a <u>chart or table or narrative</u></p> <ul style="list-style-type: none"> Look for patterns of learning within AND across learners Please note, if your teacher wants to give the student work back immediately, you might need to make copies of all of their work to allow for your analysis and then selection of the 3 students in need of follow up. <p><i>*The strongest examples include a chart or table AND narrative</i></p>		

Action	Questions	Completed
<p>___ Select 3 student work samples from the class that demonstrate an area of struggle connected to your analysis.</p> <ul style="list-style-type: none"> • All student identifiers must be removed (blacked out, covered up); NO NAMES, best to label the work samples Student 1 Math Work Sample, Student 2 Math Work Sample, Student 3 Math Work Sample • Work samples are uploaded individually—3 separate uploads; NOT a single file with all three connected. The format may be a doc, docx or pdf. • No teacher, school, or district identifiers should be shown on any of the uploaded documents or student work samples. <p>___ Analyze the 3 students' errors of misconception related to the area of struggle.</p>		
<p>5. Teach a re-engagement lesson</p> <p>___ You do NOT have to write an SHU lesson plan for the re-engagement lesson. There is an area within the Mathematics commentary that asks you to outline the re-engagement lesson there (Prompt 3)</p> <p>___ Identify a targeted student learning objective based on your analysis of the 3 student work samples</p> <p>___ Design and teach the re-engagement lesson to the small group of 3 or one-on-one (it may even be taught to the whole class, but your focus in reporting remains on the 3 focus students)</p> <p>___ Collect the 3 focus student's work samples from the re-engagement lesson (again NO identifiers; labeled Student 1 Re-engage Work; Student 2 Re-engage Work)</p> <ul style="list-style-type: none"> • 		
<p>6. Analyze the effectiveness of the re-engagement lesson related to student learning</p> <p>___ Work samples are uploaded individually—3 separate uploads; NOT a single file with all three connected. The format may be a doc, docx or pdf.</p> <p>___ Analyze the effectiveness of the strategies you used during the re-engagement lesson to develop students' mathematical understanding in the area you identified as a struggle.</p>		

Action	Questions	Completed
<p>7. Respond to the Task #4 Commentary (available in Chalk and Wire)</p> <p>___ There are 4 prompts and all have subsections. You must complete each prompt and subsection.</p> <ul style="list-style-type: none"> • Prompt 1: Analyzing Student Learning-Whole Class (A, B, and C) • Prompt 2: Analyzing Student Learning -3 Focus Students (A, B and C—only if you upload video or audio clips) • Prompt 3: Developing Students' Mathematical Understandings (A and B) • Prompt 4: Analyzing Teaching (A, B, and C—only if you upload video or audio clips) • <p>___ The commentary may not be more than 8 pages (you must keep the prompts within the document—do NOT delete them).</p> <p>___ Use Arial 11 point type</p> <p>___ Single space in the commentary</p> <p>___ Upload a blank copy of the assessment you used with the re-engagement lesson. (This is uploaded in the same portion of Task #4 as the commentary.)</p> <p>___ Under each prompt you will see two brackets [] Type your commentary response WITHIN those brackets.</p> <p>___ You may use bullet points in responses when that makes sense to you; just make sure you are addressing ALL parts of the prompt.</p> <p>___ NO live hyperlinks within the commentary</p> <p>___ Bold, underlining, italic is permissible. Use these thoughtfully, not overapplying, to emphasize your central message</p>		

Summary points for consideration regarding Task #4:

___ You need student work samples from the original whole class assessment; you'll select 3 from the class and submit those.

- Each work sample must be clearly labeled: e.g. Student 1 Math Work Sample

___ You need student work samples from the re-engagement lesson—all 3 students.

- Each work sample must be clearly labeled: e.g. Student 1 Re-engage Work

____ Did you remove all identifiers from the student work samples?—no names of the student, school, district, or teacher.

____ Do you have a blank copy of the whole class assessment AND the re-engagement assessment?

****Student work samples are uploaded as INDIVIDUAL files (not a single connected file with all three work samples).**

____ **There are 7 parts to Task #4**

____ Context for Learning (download from C&W, fill in, upload back to C&W)

____ Math Learning Segment Table (download from C&W, fill in, upload to C&W)

____ Math Whole Class Assessment (you provide this and upload to C&W; doc, docx, or pdf)

____ Evaluation Criteria for the Whole Class Assessment (you provide this and upload to C&W; doc, docx or pdf)

____ Student Work Samples from Whole Class Assessment (you provide these; 3 separate files are uploaded, label clearly and use that label in your commentary, e.g. Student 1) Upload to C&W, pdf.

____ Student Work Samples from the Re-engagement Lesson (you provide these; 3 separate files are uploaded; label clearly and use that label in your commentary.) Upload to C&W, pdf.

____ Task #4 Math Commentary (download the commentary from C&W, fill in, upload to C&W; *add the second file of the BLANK re-engagement assessment here as a pdf*)