EDU 154/254 Opportunity Task #3 Assessment and Tutoring in Math

This Task provides feedback on the following TPEs:

TPE 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress

TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

TPE 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

TPE 5**.2** Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time

TPE .5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students

TPE 5.*4* Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families

TPE 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

Purpose

The goal of this assignment is to provide you the opportunity to examine student work and evaluate it for understanding and misconceptions. This will lead to decisions about how to further instruct the student, which will be addressed through individualized work on a weekly basis through the tutoring of a student in mathematics. You will collect and analyze assessment data from multiple measures and include sources to plan and modify instruction accordingly. Finally, you will use assessment information in a timely manner to communicate with students and families regarding student progress. You will reflect on your experiences in journal entries.

Preparation – Examining Student Work

1. Candidates will use math Exemplars to develop an understanding of common misconceptions in mathematics.
2. Candidates will use the math Exemplars to determine the level of understanding from student responses.
3. After scoring student responses, candidates will work in groups to justify their scores and to discuss the implications for instruction.

Performance Demonstration:

Each candidate will select an elementary-aged student to tutor (with permission from the child's guardian.) You will assess this student's initial understanding with an Exemplar, conduct a self-assessment with the student, tutor the student for at least 8 sessions, conduct the Exemplar a second time to measure progress and communicate learning progress with the family in a timely manner. This will be documented in a tutoring journal with multiple entries.

Journal Entries:

- Journal #1:
  As I reflect on my own relationship with math, I notice...
  I remember that I started/stopped liking math when...
  My math assets are…
  My math challenges are…

- Journal #2:
  Upon meeting/working with my student for the first time, my experience was...
  It was the same or different from what I expected because...
  My student's feeling about math in general is...
  My student likes math or used to like math. My student finds math to be hard/easy because...
  My students' assets are...
  My students' challenges are...

- Journal #3:
  Describe the Exemplars assessment/performance task that you chose for your student. Why did you choose that particular assessment?

  https://exemplars.com/sample-performance-tasks (Links to an external site.)

  If you did not find an Exemplar performance task that fits, please create a five question/problem math assessment specifically for your student. Explain in a sentence or two, what you hope to learn about your student from each question.

- Journal #4:
  Write a letter to me as if I were the parent or guardian of your student. Communicate your pre- assessment data that you are using to determine goals for your tutoring. (Use data from your own assessment, Exemplars and/or their teacher's data). Include your detailed tutoring schedule (when, where, and how often) and a clear communication timeline of how you plan to share the ongoing student progress and learning goals with the parent/guardian. Finally, let me know when I can expect to hear from you again. Please don't forget your contact information.

- Journal #5:
  How does language shape the way students learn mathematics? When you're reflective about your own tone, word choice and questions used in your teaching practice, what do you notice?

- Journal #6:
  Explain how you have been monitoring student progress. How have you been adjusting your lessons so that students are actively engaged in learning?

- Journal #7:
  Describe your students' approach to a math concept or procedure that is not

entirely accurate. Describe the misconception and your approach used to correcting them. You'll need to reflect thoughtful analysis of student work with specific examples and appropriate instructional planning.

- Journal #8:
  Describe an effective instructional material used and explain why. How would you modify instruction to ensure student understanding of the content?

- Journal #9:
  Describe the use of a self-assessment implemented with the student and explain what you learned about the student from this process.

- Journal #10:
  Administer the Exemplar a second time, analyze results, and reflect on evidence of student progress.

  Reflect on your own teaching practice and the level of subject matter knowledge. How confident were you with the level of subject matter knowledge? How did this affect your planning or implementing instruction?

  Describe your overall experience with your student. What do you think that you learned the most or were impacted by the most from your student? What do you feel that your student learned the most through their interaction with you? How did you feel about the communication with the family?

Assessment:
Candidate's report will be assessed using the attached rubric.

Opportunity Task 3 Assessment and Tutoring in Math Rubric
Total Points Possible = 25
Deductions for Incomplete Work: 0-5 points lost if not Professional Work Quality

TPEs	Criteria/	5 points	4 points	3 points	2 point	1 point
TPE 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	Maintain consistent communication with students and families about student progress and learning goals.	Communication with students and families are clear, consistent, and ongoing. Includes the use of technology to communicate with students and families. Shares specific assessment data and learning goals.	Communication with students and families are clear, consistent, and mostly ongoing. Includes the use of technology to communicate with students and families. Shares specific assessment data and learning goals.	Communication with students and families are clear, consistent, and somewhat ongoing. Includes the use of technology to communicate with students and families. Shares some assessment data and learning goals.	Communication with students and families are unclear and inconsistent. Includes the use of technology to communicate with students and families. Shares a few assessment data and learning goals.	No communication with students and families. Does not share assessment data and learning goals.
TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. **TPE 4.7** Plan instruction that promotes a range of communication strategies and activity modes between	Monitor student learning and plan instruction accordingly to encourage student participation and facilitate learning.	Consistently monitors student learning by using appropriate assessment data and plan and adjust instruction to promote student engagement and encourage student participation. Clear and consistent communication strategies are included.	Frequently monitors student learning by using appropriate assessment data and plan and adjust instruction to promote student engagement and encourage student participation. Frequent communication strategies are included.	Some monitoring of student learning by using a few assessment data and plan and somewhat adjust instruction to promote student engagement and encourage student participation. Some communication strategies are included.	Some monitoring of student learning by using appropriate assessment data and plan, but does not necessarily adjust instruction to promote student engagement and encourage student participation. A few communication strategies are included.	Does not monitor student learning. No use of appropriate assessment data. No adjustments in instruction is evident. No communication strategies are included.

teacher and student and among students that encourage student participation in learning.						
TPE 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	Instructions use knowledge about the student and learning goals. The candidate will facilitate student understanding of subject matter while providing support and accommodations/modifications as necessary.	Using knowledge about the student and learning goals, specific considerations, appropriate support, and accommodations/modifications to support and facilitate student understanding of subject matter have been used during tutoring.	Using knowledge about the student and learning goals, some specific considerations, appropriate support, and accommodations/modifications to support and facilitate student understanding of subject matter have been used during tutoring.	Using knowledge about the student and learning goals, a few considerations, appropriate support, and accommodations/modifications to support and facilitate student understanding of subject matter have been used during tutoring.	Some support and accommodations/modifications to support and facilitate student understanding of subject matter have been used during tutoring, but do not necessarily align to the learning goals.	No evidence of specific considerations, appropriate support, and/or accommodations/modifications to support and facilitate student understanding of subject matter have been used during tutoring.
TPE 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time **TPE .5.3** Involve all students in self-assessment and reflection on their	Assessing learning/ Self-assessment and use of digital technology for communication of learning progress with family in a timely manner.	Includes specific and detailed tutoring schedule (when, where, and how often) and a communication timeline. Involves multiple measures of assessments, including the student self-assessment and the use of technology, ongoing student	Includes general tutoring schedule (when, where, and how often) and a communication timeline. Involves multiple measures of assessments, including the student self-assessment and the use of technology, ongoing student progress, and learning	Includes general tutoring schedule (when, where, and/or how often) and a communication timeline. Involves some measures of assessments, including the student self-assessment and the use of technology, ongoing student progress, and learning	Includes general tutoring schedule (when, where, and/or how often) and a communication timeline. Involves a few measures of assessments, including the student self-assessment and the use of technology, ongoing student progress,	Does not include tutoring schedule or a communication timeline. No evidence of communication regarding student assessment, progress, or learning goals.

learning goals and progress and provide students

TPE 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families

TPE 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. | | progress, and learning goals with the student and his/her family. | goals with the student and his/her family. | goals with the student and his/her family. | and learning goals with the student and his/her family. |
| <mark>**TPE 6.1** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</mark> | <mark>Teaching reflection and the level of subject matter knowledge</mark> | <mark>Candidate is able to fully reflect on his/her own teaching practice, including subject matter competency and areas of growth, and is able to fully plan and implement instruction to improve student learning.</mark> | Candidate is able to fully reflect on his/her own teaching practice, including subject matter competency and areas of growth, and is able to somewhat plan and implement instruction to improve student | Candidate is able to somewhat reflect on his/her own teaching practice, including subject matter competency and areas of growth, and is able to plan and implement instruction to improve student learning. | Candidate is able to somewhat reflect on his/her own teaching practice, including subject matter competency and areas of growth, but is unable to plan and implement instruction to | Candidate is unable to reflect on his/her own teaching practice, including subject matter competency and areas of growth, and is unable to plan and implement instruction to |

			learning.		improve student learning.	improve student learning.