Elementary Math Content Area Task (CAT) Instructions

Overview of Elementary Mathematics CAT

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<th>Teaching Event Task</th>
<th>What to Do</th>
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<td><strong>1. Context for Learning</strong> (TPEs 7,8)</td>
<td>✓ Provide relevant information about your instructional context and your students as learners of mathematics.</td>
<td>□ Context Form</td>
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<td>□ Context Commentary</td>
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<td><strong>4. Assessing Student Learning</strong> (TPEs 2,3,4,5,13)</td>
<td>✓ Select one student assessment from the learning segment and analyze student work.</td>
<td>□ Student Work Samples</td>
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<td>✓ Identify three student work samples that illustrate class trends in what students did and did not understand.</td>
<td>□ Evaluative Criteria or Rubric</td>
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<td>✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples.</td>
<td>□ Assessment Commentary</td>
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*Use of PACT Scores*

The scores from this Content Area Task will be combined with scores from the other Content Area Tasks and the Teaching Event in Literacy to determine whether or not candidates for a Multiple Subject Teaching Credential pass the PACT teaching performance assessment. Individual candidates’ PACT scores, like other licensing test scores and academic records, are confidential and should not be released to employers or induction programs without the prior consent of individual teachers.
Task 4. Assessing Student Learning

Purpose
The Assessment of Student Learning task illustrates how you diagnose student learning needs through your analysis of student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.

Overview of Task
- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment from the learning segment. The assessment should be the work of individuals, not groups.
- Demonstrate a variety of student performances for the assessment using three student work samples, including any feedback you wrote directly on the work.
- Analyze the performance of two individual students and diagnose individual learning needs.

What Do I Need to Do?
- ✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- ✓ Collect student work from your entire class. Analyze the student work to identify patterns in understanding across the class.
- ✓ Provide any evaluative criteria (or rubric) that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning.
- ✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. At least one of these students should be an English Learner\(^1\). If multiple drafts of the assessment were collected, you may include all drafts as the work sample.
- ✓ Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If your students use invented spelling, please write a translation directly on the work sample. Be sure that reviewers can distinguish any written feedback to students from the students’ written work.
- ✓ Respond to each of the prompts in the Assessment Commentary.

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\(^1\) If you do not have any English Learners, select a student who is challenged by academic English. Examples may include students who speak varieties of English or special needs learners with receptive or expressive language difficulties.