

**George Mason University**  
**EDCI 552.002: MATH METHODS FOR THE ELEMENTARY CLASSROOM (3)**  
 Fall 2013

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                   Thursdays 4:30-7:10 p.m.  
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**I. Course Description**

This course introduces methods for teaching all children topics in arithmetic, geometry, algebra, probability, and statistics in elementary grades. It focuses on using manipulatives and technologies to explore mathematics and solve problems.

*Prerequisite:* Admission to the Elementary Education Licensure Program

**II. Student Outcomes**

This course will enable students to:

- A. Know what constitute the essential topics in mathematics of the modern early and intermediate grades school program.
- B. Identify and use selected manipulatives and technology such as linking cubes, attribute blocks, geoboards, base-10 blocks, fraction circles, tangrams, calculators, and computers to teach appropriate mathematics content topics in the early and middle grades.
- C. Identify and use various instructional strategies and techniques (cooperative and peer group learning, activity centers, laboratories and workshops, teacher-directed presentations, etc.) to teach mathematical content topics appropriate for the early and intermediate grades to all children, including those from non-mainstreamed populations.
- D. Identify and use alternative methods for assessing students' work in mathematics in the early and intermediate grades.
- E. Solve problems in the mathematical content areas of logic, number theory, geometry, algebra, probability, and statistics appropriate for adaptation to the early and intermediate grades.
- F. Know and explain the learning progression in relation to the standards-based mathematics curriculum, the key elements of the National Council of Teachers of Mathematics Principles and Standards for School Mathematics, and the key elements of the Virginia Standards of Learning for Mathematics.

Additionally, this course supports the CEHD Core Values of collaboration, ethical leadership, research-based practice, social justice, and innovation. Statements of these goals are at <http://cehd.gmu.edu/values/>.

**III. Relationship to Program Goals and Professional Organizations Student Outcomes Referenced to Selected National Standards**

Course Student Outcomes (above)	INTASC Standard (2011)	ACEI
A Essential math	#4	1.0
B Planning and Teaching using manipulatives	#7	3.1
C Instructional Strategies	#8	1.0, 2.3, 3.1, 3.3, 3.4
D Assessing	#6	4.0
E Problem Solving	#5	2.3

F Learner Development and understanding of Learning Progression	#2/#1	1.0
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<b>INTASC Standard (2011)</b>	
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #1: Learner Development.	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Course & PBA	INTASC	ACEI
<b>552 Math</b> Student Assessment Interview	#4 Content Knowledge #1 & #2 Learner Development & Differences #6 Assessment	1.0 Development 2.3 Math 3.1 Planning Instruction 3.5 Communication 4.0 Assessment

Key:

INTASC (2011)= Interstate Teacher Assessment and Support Consortium (InTASC)

ACEI = Association for Childhood Education International Elementary Education Standards

#### IV. Nature of Course Delivery

In this course we will begin an inquiry into mathematics teaching and learning that will guide you in your first teaching job and give you the tools that will enable you to continue to inquire and learn as part of your work as a teacher. Class sessions will be interactive and will include a variety of hands-on experiences with concrete and virtual manipulatives appropriate for elementary school mathematics. We will explore the teaching of mathematics, investigating both *what* to teach and *how* to teach it. We will explore what it means to do mathematics and what it means to understand mathematics through individual, small group, and large group mathematical problem solving. We will investigate ways to represent understandings of mathematical concepts, communicate reasoning about mathematical ideas, and construct mathematical arguments. We will investigate and read about ways children might represent mathematical concepts, looking at ways to help children build connections and see relationships among mathematical ideas. We will explore characteristics

of a classroom environment conducive to mathematical learning by reading and discussing the importance of mathematical tasks, mathematical tools, the roles of teachers and students, and the assessment of mathematical understanding.

## V. Required Texts & Readings

Van De Walle, J., Karp, K. S., & Bay-Williams, J. M. (2012). *Elementary and Middle School Mathematics: Teaching Developmentally*. (8th edition) New York: Allyn & Bacon.

## VI. Course Requirements and Assignments

**Attendance.** It is your responsibility to attend all class sessions. You are held accountable for all information from each class session whether you are present or not. Please report your reasons for any absences to the instructor in writing. Tardiness. It is your responsibility to be on time for each class session. Please report your reasons for any tardiness to the instructor in writing.

**Assignments.** The assignments across the semester are intended to further your understandings of what it means to teach, learn, and assess mathematics in light of current reforms in mathematics education. All assignments are to be turned in to your instructor on time. **Late work will not be accepted for full credit.** If the student makes prior arrangements with the instructor, assignments turned in late will receive a 10% deduction from the grade per late day or any fraction thereof (including weekends and holidays).

- Problem Set & Reflective Responses (20%)
- Individual Student Assessment (30%)
- Lesson Plan Summary Reports (30%)
- Mathematics Content & Pedagogy Assessments (20%)

### A. Problem sets, reflections and postings (20%)

Rich, meaningful, problem-based tasks will be assigned for each session. Students are expected to complete these problems before class and incorporate their thinking about strategies used to solve the problems in class discussion. Work on problem sets will be shared in class and on occasion may be collected and evaluated.

**Problem Sets:** Each class sessions will consist of working on problem sets and analyzing student work. Problem sets are to be completed before each class session. Students are expected to analyze and reflect solution strategies and come to class prepared to participate in the discussion.

**Reflections postings** Participants will write reflections on the problems encountered during the course. Participants will complete reflections and may choose the problems/tasks that interest them from those assigned during class. This writing should include three major parts: 1) a description of the problem and an example of the participants' thinking about that problem and multiple strategies; 2) a reflection on changes in the participant's own understanding and thinking with regard to that math concept/problem; and 3) related implications for teaching and learning in the K-8 setting.

### B. Individual Student Assessment (30%) – Performance Based Assessment for the Course

In order to plan effective instruction, you will need to know how to assess children's knowledge of mathematical concepts. One way to assess children's thinking is a diagnostic assessment. This assignment has two parts: (1) Design a plan for the assessment, assessing a specific mathematics topic using concrete, pictorial and abstract representations, (2) Conduct the assessment with a child and write a report describing the outcome of the assessment. Based upon feedback from the instructor on your plan, you may make modifications to the final plan and report. **(30% FINAL REPORT)**

### C. Two Problem-based Lesson Study Plan Summaries (30%)

You are required to plan, teach, and complete a formal summary for two mathematics lessons during

your field placement. The first lesson may be taught in a small group setting, while the second lesson must include the entire class. Try to avoid the *overuse* of worksheets. Integrate the use of mathematics tools (manipulatives, calculators, computers) and representations (concrete, pictorial, symbolic) to provide children with an interactive, conceptually-based mathematics experience. The lesson plan summaries are a three-phase process: (1) Design the lesson plan, (2) Teach the lesson in your classroom, and (3) Collect and report evidence of student learning from the lesson in a reflection.

#### **D. Mathematics Curriculum & Pedagogy Assessments (20%)**

The **Mathematics Curriculum and Pedagogy Assessments** will consist primarily of practiced based skills that focus on mathematics content in the elementary grades, such as creating an open-ended assessment, error analysis, analyzing cognitive demand of a task, evaluating instructional materials, and determining how to assess student understanding of mathematical concepts. Throughout the semester, brief content-specific assessments will assist you in reviewing important mathematics appropriate for the elementary grades.

Attendance. It is your responsibility to attend all class sessions. You are held accountable for all information from each class session whether you are present or not. Please report your reasons for any absences to the instructor in writing.

Tardiness. It is your responsibility to be on time for each class session. Please report your reasons for any tardiness to the instructor in writing.

ELEMENT	LEVEL OF PERFORMANCE			
	<i>Distinguished (9 – 10 points)</i>	<i>Proficient (8 points)</i>	<i>Basic (6 - 7 points)</i>	<i>Unsatisfactory (1 - 5 points)</i>
Attendance & Participation	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence. The student actively participates and supports the members of the learning group and the members of the class. Presentations demonstrate a deep knowledge of student error patterns as well as implications for teaching.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class. Presentations demonstrate sufficient knowledge of student error patterns as well as implications for teaching.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed. Presentations demonstrate minimal knowledge of student error patterns	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions. Presentations are lacking knowledge of student error patterns and connections to teaching.

#### **VII. Evaluation Schema**

The mathematics education courses in GSE’s Elementary Education Program integrate pedagogy and mathematics content appropriate for the elementary school grades. For students to earn a grade of A in the course, they must demonstrate excellence in *both* the pedagogical knowledge and the content knowledge of the mathematics appropriate at their level of teaching. Thus, the grading in the course is structured to help evaluate fairly student excellence in both areas. Problem sets and assessment work focuses primarily on ascertaining student excellence in handling mathematics content appropriate for the elementary grades, and represents 50% of students’ grades. Pedagogical knowledge is ascertained primarily from readings,

assignments and participation in the course, and represents 50% of students' grades. Therefore students who demonstrate excellence in both pedagogical knowledge and content knowledge receive grades of A.

### **VIII. Taskstream Requirements**

Every student registered for any Elementary Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.)

Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **IX. George Mason University Policies and Resources for Students**

- A. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]\*.
- B. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- C. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- D. . Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- E. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- F. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.\*\*
- G. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## X. Course Schedule

### Course Schedule FALL CLASS SCHEDULE

552- PDS SL 2013

Date	Topic/Learning Experiences	Readings & Assignments Due In Class
August 29 <sup>th</sup>	How Do Children Learn Mathematics? NCTM's Principles & Standards The Process Standards In Class Discussion: Van de Walle Chapters 1 & 2	Math Autobiography
September 5 <sup>th</sup>	What is Problem Solving? A Closer Look At The Mathematics SOL Planning for Mathematics Instruction	<i>Chapter 3: Teaching through Problem Solving</i> <i>Chapter 4: Planning In the Problem-Based Classroom</i>
September 12 <sup>th</sup>	Number Sense, Counting, Patterns & Place Value Helping Children Master the Basic Facts	<i>Chapter 8: Early Number Concepts</i> <i>Chapter 9: Developing Meaning of Operations</i> <i>Chapter 10: Basic Facts</i>
September 19 <sup>th</sup>	Assessment: Conducting a Diagnostic Interview Developing Strategies for Whole-Number Place-Value Concepts	<i>Chapter 5: Assessment</i> <i>Chapter 11: Place Value</i>
September 26 <sup>th</sup>	Developing Strategies for Whole Number Computation	<i>Chapter 12: Whole Number Computation</i>
October 3 <sup>rd</sup>	Computational Estimation Communication: Promoting Math Talk <b>Mathematics Content &amp; Pedagogy Assessment</b>	<i>Chapter 13: Computational Estimation</i>
October 10 <sup>th</sup>	Algebraic Thinking	<i>Chapter 14: Algebraic Thinking</i> <b>Individual Student Assessment PLAN Due</b>
October 17 <sup>th</sup>	Fractions	<i>Chapter 15: Fractions</i>
October 24 <sup>th</sup>	Fraction Concepts and Computation Multiple Representations In-Class Discussion of Lesson Plan #1	<i>Chapter 16: Fractions Operations</i> <b>Lesson Plan Summary #1 Due</b>
October 31 <sup>st</sup>	No In-Class Meeting <b>Mathematics Content &amp; Pedagogy Assessment (Online)</b>	<i>Chapter 6: Equity</i>
November 7 <sup>th</sup>	Equity Rational Number Concepts Proportional Reasoning	<i>Chapter 17: Decimals &amp; Percent</i> <i>Chapter 18: Proportional Reasoning</i>
November 14 <sup>th</sup>	Measurement	<i>Chapter 19: Measurement</i>
November 21 <sup>st</sup>	Geometry Integers In-Class Discussion of Lesson Plan #2	<i>Chapter 20: Geometry</i> <i>Chapter 23: Integers</i> <b>Lesson Plan Summary #2 Due</b>
November 28 <sup>th</sup>	No Class Meeting Thanksgiving Holiday	
December 5 <sup>th</sup>	Data Analysis Probability Experiments <b>Mathematics Content &amp; Pedagogy Assessment</b>	<i>Chapter 21: Data Analysis</i> <i>Chapter 22: Probability</i>
December 12 <sup>th</sup>	Individual Student Assessment Final REPORT DUE Panel Discussion	<i>Reading from TCM</i> <b>Individual Student Assessment REPORT Due</b>

## Lesson Plan GRADING REQUIREMENTS

### **GENERAL REQUIREMENTS:**

- \* The lesson plans must be handed in on time. (If the lesson is not handed in on time, subtract 10% from the total score on the report per late day.)
  
- \* Your Clinical Teacher may choose to write a formal observation of one of your lessons, or you may ask him/her for feedback on your lesson.
  
- \* You must integrate manipulatives, literature, and/or technology into your lessons.

### **The LESSON**

#### **Objectives**

The objectives clearly state what students will do during the lesson.

The objectives clearly state the mathematics content/essential understandings of the lesson.

The objectives are tied to state/national standards.

The objectives are tied to the assessment; this information is provided in the assessment section of the report.

#### **Materials**

A list of materials used during the lesson is provided.

A copy of the materials is included with the lesson.

A variety of materials are used in each lesson (manipulatives, technology, etc.).

The lesson integrates the use of mathematics tools (manipulatives, calculators, computers) and/or representations (concrete, pictorial, symbolic).

The teacher creates materials for the lesson.

Appropriate materials are selected for the concepts being taught.

The lessons do not *overuse* worksheets.

#### **Procedure**

The lesson is substantive in length, breadth, and depth.

Any questions and mathematics content the teacher uses during the lesson are included in the procedures.

The procedures thoroughly and completely outline what the teacher will do during the lesson; How did you present the lesson?

The procedures are in a bulleted list, approximately 1-2 pages in length.

The procedures provide enough detail to allow another person to teach the lesson.

\* LINK- The procedures include an introduction for activating prior knowledge.

\* ENGAGE AND EDUCATE- The procedures show that students are engaged in doing mathematics during the lesson.

- \* ACTIVE LEARNING- The procedures thoroughly and completely outline what the students will do during the lesson. Estimated times for each phase are provided in parentheses.
- \*REFLECT-The procedures include a plan for closing the lesson and checking for understanding.
- \* NOW and THEN- Connecting to other concepts

### **Assessment / Work Samples**

The assessment used during the lesson is described in approximately ½ -1 pages.

The description of the assessment is clear enough that another person could conduct the assessment;

What was the assignment?

The assessment describes what the teacher does to assess the students.

The assessment describes in detail what the students do to demonstrate their understanding of the concept.

An example of the assessment conducted during the lesson is attached to provide documentation of what students did during the lesson (i.e., written work, drawings, worksheets, photographs, checklists, anecdotal records).

The objectives are tied to the assessment; this information is provided in the assessment section of the report.

### **Differentiation** Gearing up and gearing down

A list of adaptations for individual students is included.

Specific information must be provided on individual students in the class and the accommodations made for those children. (General comments are **not** appropriate for this requirement.)

### **Reflection**

The reflection is 1 -2 pages in length for any lesson you teach in the classroom.

A portion of the reflection describes the mathematics teaching and learning that occurred during the lesson and how it related to the lesson plan prepared ahead of time.

A portion of the reflection discusses those elements of the lesson that went well and those that did not.

A portion of the reflection discusses at least three changes or improvements that you would make to the lesson if you were teaching it again.

A portion of the reflection identifies one important idea you learned about teaching and learning mathematics from the lesson. (Ideas that focus on behavior management strategies are **not** acceptable for this requirement.)

A portion of the reflection identifies one important teaching skill you plan to work on the next time you teach a mathematics lesson.



## SCORING RUBRIC FOR LESSON PLANS

Criteria	Expectations	Points Awarded/Points Possible
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. The objectives clearly state what students will do during the lesson.</li> <li>2. The objectives clearly state the mathematics content/essential understandings of the lesson and the objectives are tied to state/national standards.</li> </ol>	_____ (10)
<b>Materials</b>	<ol style="list-style-type: none"> <li>1. A list of materials used during the lesson is provided.</li> <li>2. Copies of any handouts or worksheets used during the lesson are included.</li> <li>3. The lesson integrates the use of mathematics tools (manipulatives, calculators, computers) and/or representations (concrete, pictorial, symbolic).</li> <li>4. Appropriate materials are selected for the concepts being taught.</li> <li>5. The lesson does not <i>overuse</i> worksheets.</li> </ol>	_____ (5)
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The lesson is substantive in length, breadth, and depth.</li> <li>2. The procedures thoroughly and completely outline what the teacher will do during the lesson. How did you present the lesson?</li> <li>3. The procedures thoroughly and completely outline what the students will do during the lesson. (<u>Anticipate students' responses</u>)</li> <li>4. The procedures show that students are engaged in <u>doing</u> mathematics.</li> <li>5. Estimated times for each phase are provided in parentheses.</li> <li>6. Any questions or mathematics content the teacher uses during the lesson are included.</li> <li>7. The procedures include an introduction for activating prior knowledge and a plan for closing the lesson.</li> </ol>	_____ (40)
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. A list of adaptations for individual students is included.</li> <li>2. Specific information must be provided on individual students in the class and the accommodations made for those children. (General comments are <b>not</b> appropriate for this requirement.)</li> </ol>	_____ (10)
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. The assessment is tied to the lesson objectives.</li> <li>2. The assessment is described in enough detail that another person could conduct the assessment.</li> <li>3. The assessment describes what the teacher does to assess the students.</li> <li>4. The assessment describes anticipated student responses. What will students do to demonstrate their understanding of the mathematics? What student misconceptions do you predict?</li> </ol>	_____ (10)
<b>Work Samples</b>	<ol style="list-style-type: none"> <li>1. An example of the assessment conducted during the lesson is attached to provide documentation of what students did during the lesson (i.e., written work, drawings, worksheets, photographs, checklists, anecdotal records).</li> <li>2. Brief analysis of the outcome of the assessment.</li> </ol>	_____ (5)
<b>Reflection</b>	<ol style="list-style-type: none"> <li>1. The reflection describes the mathematics teaching and learning that occurred during the lesson and how it related to the lesson plan prepared ahead of time.</li> <li>2. The reflection discusses those elements of the lesson that went well and those that did not.</li> <li>3. The reflection discusses at least three changes or improvements that you would make to the lesson if you were teaching it again.</li> <li>4. The reflection identifies one important idea you learned about teaching and learning mathematics as well as one important teaching skill you plan to work on the next time you teach a mathematics lesson. (Ideas that focus on behavior management strategies are <b>not</b> acceptable for this requirement.)</li> </ol>	_____ (20)
Total Points		_____ (100)

## **Individualized Student Assessment Guidelines** **(Performance Based Assessment for the Course)**

### **PLAN**

#### **Student Assessment PLAN**

##### The Child:

Describe the child you plan to assess. Include information you gathered about the child (grade level, age, gender, race, and academic ability level). What do you know about the child's level of understanding about the topic *before* the assessment?

##### The Mathematics Concept:

Select one specific mathematics concept to assess during the assessment. Examples of concepts might include patterns, sorting, addition of whole numbers, division of fractions, finding averages, percent, geometric shapes, or length measurement. Tell why this concept is appropriate for this child at this particular grade level.

##### Different Forms of Representation:

During the assessment, assess the child using three different forms of representation. Identify the three different forms of representation you will use during the assessment with at least one example in each form. *Concrete* representations include manipulatives, measuring tools, or other objects the child can manipulate during the assessment. *Pictorial* representations include drawings, diagrams, charts, or graphs that are drawn by the child or are provided for the child to read and interpret. *Symbolic* representations include numbers or letters the child writes or interprets to demonstrate understanding of a task.

##### Tasks & Questions:

Design tasks and questions that use three different forms of representation (concrete, pictorial, abstract symbols) to diagnose the child's understanding of ONE basic concept. Go beyond the basic level of determining the child's factual knowledge of the concept by asking questions that determine how much the child understands about the concept. For example, suppose you are assessing the concept of ADDITION. (1) Create several tasks where the child uses concrete manipulatives to demonstrate her understanding of addition; ask questions about the child's understanding of the addition tasks with manipulatives. (2) Create several tasks where the child is asked to create or interpret drawings to demonstrate her understanding of addition; ask questions about the child's understanding of these tasks with pictorial models; (3) Create several tasks where the child uses abstract symbols (and letters) to demonstrate her understanding of addition; ask questions about the child's understanding of these addition tasks using the symbols.

The plan should be typed.

**Individual Student Assessment Guidelines**  
**(Performance Based Assessment for the Course)**  
**REPORT**

Student Work Samples:

Collect and document three different forms of representation (concrete, pictorial, abstract symbols) during the assessment to elicit the child's level of understanding. The report must include samples of the child's computations, writings and drawings, as well as a description of how the child used concrete objects during the assessment or photographs of the child's work.

Question & Response Assessment Excerpts:

Type key excerpts from the assessment. Type only those questions and responses that pertain to mathematics. Be sure to include your questions and the child's responses. Indicate what you said and what the child said by using T for you (the teacher) and C for the child.

Questioning Competence:

The questions and follow-up questions that you use during the assessment will be evaluated. You will be evaluated on the *quality* and the *types* of follow-up questions you use during your interaction with the child. Your textbooks and readings provide direction on the types of questions that are appropriate in an assessment and that go beyond factual information to deeper understanding.

Evaluation of Child's Mathematical Knowledge:

Write an evaluation of the child's mathematical knowledge in the content area. Use evidence from the assessment to support your conclusions. Use your textbook to help you describe the specific types of behaviors and verbalizations you observed using specific mathematical terms. For example, if you conclude that the student has an understanding of addition of fractions with like denominators, you should base this on evidence that you present that shows the child was able to represent  $\frac{3}{5}$  and  $\frac{4}{5}$  with fraction pieces (concrete), and/or the child used a drawing to find the sum (pictorial), and/or the child computed the answer with symbols (abstract). Give specific examples of the child's responses to support your statements.

Instructional Plan:

Develop a suggested instructional plan for the child. Your assessment of the child's thinking should give you some information for planning instruction. Your suggestions should be based on what you learned about the child during the assessment. Many general suggestions can be valuable for children. However, your recommendations should relate to specifics. For example, if you assessed basic division concepts and you suggest that the instructional plan for the child should include more manipulatives, that would be an important teaching strategy, but it would be too general. You should be more specific about why and how manipulatives might be used. Example: "The student had difficulty making 3 equal groups from a set of 21 chips; therefore, the student should be given more experiences with grouping and partitioning manipulatives in sets of 15 to 30 to develop both the measurement and partitive concepts of division."

Reflection of the Assessment Process:

Comment on the assessment process. How long did the assessment last? What did you learn about assessment techniques? What did you learn about your ability to create mathematics questions and tasks for this concept? If you were to conduct the assessment with another child, would there be any changes in your questions, either the order or the level of difficulty, or the materials you had available for the child to use? Why or why not? What have you learned about how children learn mathematics from this assessment? How might a classroom teacher use the diagnostic mathematics assessment to assess children?

The report should be typed.

**PBA RUBRIC FOR ASSESSMENT REPORT**

Criteria	Exceeds Requirements (A)	Meets Requirements (A-,B+,B)	Needs Improvement (C)	Inc.	Weight
Is the required information present about the <u>child</u> assessed?	5 In addition to the required information, the Report includes information about the child's performance in other academic, social, or behavioral areas. Cite references.	4 3 2 The Report includes the child's grade level, age, gender, race, academic ability level, and the child's level of understanding about the mathematics concept.	1 One or more of the required descriptive items about the child is missing.	0	x .05 =
Has the teacher selected one specific mathematics <u>concept</u> and assessed the concept using three different <u>forms of representation</u> (concrete, pictorial, abstract)?	5 Information on age-appropriate variations of the mathematics concept was gathered in preparation for the assessment. One math concept is clearly described and mathematically accurate. Three different forms of representation, with different examples in each form, are designed for use in interesting and creative ways. Connections are made among representational forms. Cite references.	4 3 2 One age-appropriate mathematics concept is selected, mathematically accurate, and clearly described. Three different forms of representation are described and used appropriately to assess the mathematics concept. Different examples may be used within each representational form.	1 One or more mathematics concepts are selected. They may not be age-appropriate. The Report is missing one or more forms of representation.	0	x .10 =
Do the <u>tasks and questions</u> match the specific mathematics concept being assessed? Is there variety in the tasks and questions used for each of the three different forms of representation?	5 In addition to the tasks/questions being aligned with the math concept, there are questions that differentiate and provide extensions for different levels of student performance. In addition to the variety of tasks/questions for each of the three forms of representation, tasks that show creativity and will be motivating for a child are included. Cite references.	4 3 2 The tasks and questions designed for the assessment are aligned with the mathematics concept being assessed. There are a variety of tasks and questions for each of the three forms of representation.	1 The tasks and questions designed for the assessment are not clearly aligned with the mathematics concept being assessed. The Report is missing tasks/questions that address one or more of the forms of representation.	0	x .15 =
Are the child's <u>work samples</u> included with three different forms of representation present in the work samples?	5 In addition to the variety of work samples from the child showing examples in each of the three forms of representation, a creative way of providing an explanatory overview of the child's work is included.	4 3 2 There are a variety of work samples from the child included showing examples in each of the three forms of representation. (concrete, pictorial, abstract)	1 There is only one work sample in each of the three forms of representation or work samples from one form of representation are missing.	0	x .10 =
Is the required question and response assessment <u>excerpts</u> present?	5 The Report includes key excerpts from the mathematics assessment that includes descriptive information on both the behaviors and the actual verbalizations that occurred during the assessment.	4 3 2 The Report includes excerpts of the mathematics assessment using the teacher and the child's actual verbalizations from the assessment (T for teacher; C for child).	1 The Report includes excerpts of the mathematics assessment, but some parts of the assessment conversation are limited.	0	x .15 =
Do the initial and follow-up <u>questions</u> used by the teacher demonstrate variety and higher levels of questioning? Are specific follow-up questions used appropriately?	5 The transcript shows that during the assessment, the teacher used a variety of questions to encourage the child to express his/her thinking, used many higher-level questions to encourage deeper thinking and responses from the child, and used specific follow-up questions to probe for understanding.	4 3 2 The transcript shows that during the assessment, the teacher used a variety of higher-level questions to encourage deeper thinking and appropriate follow-up questions to probe for understanding.	1 The transcript shows that during the assessment, the teacher used very few probing and follow-up questions when a specific follow-up question would have been appropriate.	0	x .10 =
Does the <u>evaluation</u> accurately represent the child's current level of understanding on this concept using supporting evidence and work samples from the assessment?	5 The evaluation provides an accurate and detailed description of the child's current level of understanding on the concept. Many different and specific examples from the assessment are given, including the child's quotations, student work, and information from other sources on math development, to provide supporting evidence for the evaluation of the child.	4 3 2 The evaluation provides an accurate description of the child's current level of understanding on the mathematics concept. Different examples from the assessment are given, including the child's quotations and student work, to provide supporting evidence for the evaluation.	1 The evaluation provides a minimal description of the child's understanding on the mathematics concept. A few examples from the assessment are given, but there is not enough information to provide supporting evidence for the evaluation.	0	x .15 =
Does the <u>instructional plan</u> prescribe developmentally appropriate next steps for instruction and take into account the child's current level of understanding on this concept?	5 The plan is a creative, detailed description of developmentally appropriate next steps for instruction taking into account the child's current level of understanding. The plan identifies many specific examples of activities and tasks that would further enhance this child's knowledge of this concept. Information from other sources on math development and child development was used. Cite references.	4 3 2 The instructional plan describes developmentally appropriate next steps for instruction. The plan identifies several specific examples of tasks that would be appropriate to further enhance this child's knowledge on this concept. The plan describes these tasks in relation to the child's current level of understanding.	1 The plan describes some next steps for instruction that may not be developmentally appropriate. The plan gives general (rather than specific) examples of activities and tasks for the child. The tasks may not be appropriate either for the child or the development of the math.	0	x .10 =
Is there an appropriate <u>reflection</u> and evaluation of the assessment process?	5 In addition to the required information, the Report includes a detailed analysis, self-reflection, and self-evaluation of the assessment process.	4 3 2 The Report includes a reflection and evaluation on the assessment process including the required elements.	1 The Report does not include one or more of the required elements for the reflection.	0	x .10 =
<b>TOTAL SCORE</b>					
<b>A</b>	<b>5.0 – 4.5</b>				
<b>A-</b>	<b>4.49 – 3.5</b>				
<b>B+</b>	<b>3.49 – 2.5</b>				
<b>B</b>	<b>2.49 – 2.0</b>				
<b>C</b>	<b>1.99 – 1.0</b>				
<b>Unsatisfactory</b>	<b>0.99 or below</b>				

## Student information sheet:

Name:
Email address:
Cell Phone:
Home Phone:
Assigned School:
Assigned grade:
Current Employment:
Interesting Fact About You:
Personal Goal for Mathematics Teaching: