

**IUPUI Learning to Teach/Teaching to Learn
Benchmark II Performance Task
Elementary**

To the Intern:

This performance task is designed to assess your ability to analyze a child's conceptual knowledge. You will demonstrate that you can engage a learner in a two-way conversation that allows you to assess his or her grasp of a mathematical concept. You will also show that you can identify good follow-up experiences for the learner and self-assess your own effectiveness as an interviewer.

This task should be completed during the last 6 weeks of Block IIb and submitted at the Student Services window before 12 noon of the last day of classes.

Use white paper, one-inch margins, 12 point font, and double-spacing. Prepare a cover sheet with the title Block II Performance Task, your student identification number, and the date. Staple the packet. No notebooks or folders, please.

The School of Education is in the process of developing a reliable scoring rubric for this task and will retain all submissions to help with development work. Because this is a pilot assessment, no scores will be reported to students.

School of Education faculty will assess performance tasks during finals week. An intern who fails to submit a task or to demonstrate the expected skills may lose eligibility to continue in the Teacher Education program.

Steps to Follow:

- Choose a child who is likely to be responsive and secure permission to tape record your conversation about a mathematical concept. (Please do not interview your own children.)
- Plan a specific mathematics activity as an entry point into the interview. Choose an activity that will help you discover how the child thinks about a particular concept. Choose a concept that is appropriate to the age and experience of the child. For example, you might want to know what a student understands about counting, multiplication, or volume.
- Engage the child in a conversation while doing the activity. Probe the child's understanding with questions and problems. This is not a teaching exercise, but an assessment interview. You want to understand the child's grasp of the concept you have chosen. Tape-record your interactions with the learner.

- Listen to the tape and determine which segments are most significant. Transcribe two pages of the conversation. Use I: (Intern) and C: (Child) to identify the speakers. Please do not use names.

Preparing the performance task packet:

Write an analysis of the conversation with the learner using the headings and questions below to organize and guide your reflection. Please be concise.

The Student and Context:

Include age and grade, gender, setting, your professional relationship to the student, and any other important information. (Do not include the student's name.)

The Concept and Learning Activity:

Explain the mathematical concept you are interested in assessing. Why did you select this concept for this student? Explain the activity you selected. What did you predict you would learn from the child while doing the activity?

Analysis of the Child's Grasp of the Concept :

Draw on what you have read and experienced in Block I and Block II classes to analyze the child's actions and comments. What understandings has the child constructed? (Use quotes from the transcript or observations to provide specific support for your assessment of the child.) What is confusing or missing in the child's thinking about the concept? What are the strengths of the child's thinking? Was the activity developmentally appropriate? How do you know? Which theories of learning can you use to explain what you have observed?

Curricular Implications:

What would you do next with this student to help extend or develop the target concept? Why? Do you have follow-up questions or predictions to check? Have any of your own ideas about the concept under consideration changed as a result of this activity?

Evaluation of the Interview:

Assess the quality of your engagement with the child and your effectiveness as an inquirer attempting to understand the student. Does the interview yield meaningful insight into the learner? What are you missing? What can you observe about your own strengths and weaknesses as an interviewer? Do you see any missed opportunities when you reflect on the interview?

Appendix:

Interview Transcript

Student Work