**To the Intern:**

This performance task is designed to assess your ability to analyze a student'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 standard or concept in your area of certification or specialization. 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 explained in special methods classes, completed during the last 6 weeks of the semester, and submitted at the Student Service's 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 Benchmark II Performance Task, your student identification number, and the date. Staple the packet. No notebooks or folders, please.

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 student who is likely to be responsive and secure permission to tape record your conversation about a topic or skill in your area of certification or specialization. Plan to meet with the student in a quiet area. (Please do not interview someone from your own family.)

- Select a standard in your area of certification from the Indiana Academic Standards (www.doe.state.in.us) that is appropriate for the student with whom you are working based on the student's age and learning experiences.

- Based on the standard, design a brief learning activity that will enable you to probe what the student knows. Your goal is to assess the student’s grasp of the concept and knowledge that underlie the standard you have chosen. This is not a teaching exercise, but an assessment interview. You are trying to assess what the student understands about the standard you have identified.

- Engage the student in a conversation while doing the activity. Probe the student's understanding with questions or problems to be solved. Tape-record your interactions with the student.
• Listen to the tape and determine which segments are most significant. Transcribe two pages of the conversation. Use I: (Intern) and S: (Student) 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 standard you are interested in assessing. Why did you select this standard for this student? Explain the activity you selected? How did you think this activity would highlight the student's understanding of the standard?

Analysis of the Student's Grasp of the Concept/Topic:
Draw on what you have read and experienced in Block I and Block II classes to analyze the student's actions and comments. What understandings has the student constructed? (Use quotes from the transcript or observations to provide specific support for your assessment of the student.) What is confusing or missing in the student's thinking? What are the strengths of the student's thinking? What weaknesses do you see in the student's thinking?

Curricular Implications:
What would you do next with this student to help extend or develop the standard? 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 student and your effectiveness as an inquirer attempting to understand the student. 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? If you had to do this again, would you use the same task? Why or why not?

Appendix:
Interview Transcript
Student Work

8/27/2002