**Completing edTPA Task 4**

**Review the resources**

This document is only a summary. Read your handbook, pages 42-49, and check the Artifacts and Commentary specifications pages 63-66 for detailed instructions. Review the *Making Good Choices Task 4* which is available on the *Program Handbook and edTPA Resources* webpage.

**Part One: Planning and Teaching a Mathematics Concept/Skill.**

1. With your cooperating teacher, plan a learning segment of 3-5 consecutive mathematics lessons (about 3-5 hours of instruction). NOTE: *It is preferable to choose math concepts/skills that are relatively new to the students.*
2. Identify a central focus (supported by content standards and objectives) that will be assessed during this learning segment. The focus should include
	1. Conceptual understanding
	2. Procedural fluency
	3. AND Mathematical reasoning/problem-solving skills.
3. Describe the instruction in the learning segment using the *Elementary Mathematics Learning Segment Overview* chart (p. 57 in your handbook). This template is available on the *Program Handbook and edTPA resources* web page.
4. Choose a formative assessment (quiz, homework, in-class work, performance task) that you will use to analyze student learning within the learning segment. *Remember that primary students can demonstrate the work orally (capture this using audio or video.*
5. Define the evaluative criteria you will use to analyze student understanding (How will you know whether a student has strong, partial, or weak understanding, procedural fluency, and problem-solving skills?)
6. You may teach the segment, your CT can teach it, or you can co-teach it.
7. At the end of the segment, give the planned formative assessment to your students. *Remember, with primary grade students you can assess oral participation using audio or video records.* (Keep a blank copy of the formative assessment to upload later).

**Part Two: Analyzing Student Learning and Planning to Address Learning Needs**

1. Analyze the formative assessment data for your class as a whole, using a graphic (chart or table) or a description of patterns of learning within and across learners in the class. (See Task 4, Prompt 1 p. 44 for detailed instructions. Rubric 16 will be used to evaluate).
2. Select and save for submission work samples from three students that demonstrate an area of struggle your analysis of the formative assessment revealed. Analyze the errors or misconceptions in those three samples. (See Task 4, Prompt 2 p. 45 for detailed instructions. Rubric 17 will be used to evaluate).
3. Determine if your formative assessment indicates you need to reteach the whole class, the three focus students individually, or the three focus students in a small group. Choose a targeted learning objective that the formative assessment revealed the students don’t yet understand or know how to do. (See Task 4, Prompt 3. p. 45 for detailed instructions)
4. Design a lesson to address the learning need you’ve identified (you will upload this lesson plan).

**Part Three: Re-engage Students and Evaluate Their Progress**

1. You will teach the re-engagement lesson.
2. Collect work from the three focus students to provide new evidence of student understanding *(these can be scanned examples of student work or a video or audio file).*
3. Using the data you’ve gathered, evaluate the effectiveness of the re-engagement lesson. (See Task 4, Prompt 4, p. 46 for detailed instructions. Rubric 18 will be used to evaluate Prompts 3 and 4).

**Part Four: Write up your Commentary**

1. Complete the Context for Learning for the Math class you are teaching. Remember, this document is your main way of communicating to a distant scorer key information about your teaching situation and your students.
2. Be sure you have electronic copies of the learning segment overview template, the blank formative assessment and focus student work samples, the re-engagement lesson plan and student work samples from the re-engagement lesson.
3. Follow the instructions for “What Do I Need to Write” on pages 44-46. Notice that you will comment on the formative assessment, your reengagement lesson, and on the work the three focus students completed during/immediately after the reengagement lesson to evaluate the effectiveness of the reengagement lesson.
4. As always, read the rubrics carefully as you write. Peer review is allowed.