

PORTFOLIO ENTRY 2: BUILDING MATHEMATICS UNDERSTANDING THROUGH DISCUSSION

Draft Evaluation Guide

Key Criterion for Entry 2

Certification level: The entry provides *clear evidence* that the teacher is able to engage students in writing for a range of purposes and audiences, catering for the diverse learning needs of students in planning classroom activities, and enabling all students to make progress in their knowledge and understanding of writing.

This entry focuses mainly on Standards 2, 3 and 5 in the APST:

- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Assess, provide feedback and report on student learning.

However, the entry will also provide evidence in relation to Standards 1 and 4:

- Know students and how they learn
- Create and maintain supportive and safe learning environments

How will my entry be scored?

There are three stages in the scoring process. Stages 1 and 2 engage the assessors in analytic scoring to inform Stage 3, which engages them in holistic scoring.

Stage 1: Identify and record the evidence: In Stage 1 assessors read the whole entry carefully noting on an Assessment Record Form (ARF) what evidence they see relevant to each criterion and where they see it in the entry.

Stage 2 Evaluate the evidence for each Section: In Stage 2 assessors return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement: In Stage 3 assessors step back and make a judgment about the portfolio entry as a whole in relation to the key criterion for that entry, looking for consistency and clear links between its Sections. The overall judgment is expressed as a score on the four point scale.

This assessment process reflects the fact that teaching in practice is necessarily a complex process, interweaving many attributes and skills. Ultimately, the focus

of a performance assessment is the overall performance itself, not its component parts.

Stage 1: ASSESSMENT RECORD FORM

Identify and record the evidence

(Note: Section 1 is not assessed)	NOTE THE EVIDENCE THAT INDICATES THAT:	<i>Notes in this section should summarise the evidence provided in this entry, not make judgments</i>	Evaluation (1 to 4 scale)
Sections 2-4 Planning	1. The teacher planned and implemented teaching and learning activities to guide, support and monitor students' understandings of key mathematics ideas.		
	2. The teacher has deep knowledge of the relevant mathematics content/subject matter.		
	3. The teacher's plan draws on and make use of relevant research on teaching and learning mathematics		
	4. The teacher knows and understands his or her students' needs, interests and capabilities.		
	5. The teacher designed the teaching/learning sequence to match the developing mathematics understandings of students.		
	6. The teacher's plan reflects high expectations for students' mathematics learning.		
	7. The teacher planned and implemented teaching and learning activities appropriate for the diverse learning needs of students in the class.		

Section 5 Analysis	8. Students participated effectively in discussions about key mathematics ideas.		
	9. The teacher used students' mathematical thinking and ideas effectively.		
	10. The teacher used a variety of ways to monitor students' developing understandings of key mathematics ideas.		
	11. The teacher provided useful feedback to students and students used that feedback to develop understandings of key mathematics ideas.		
	12. The teacher is well organised and effectively manages classroom activities.		
Section 4 Evaluation and reflection	13. The teacher described, analysed and evaluated their teaching accurately.		
	14. The teacher reflected analytically on the teaching and learning sequence and identified changes that might be made in future teaching of mathematics.		

Stage 2: Evaluate the evidence for each Section

Return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement

Step back and review the portfolio entry as a whole in relation to the key criterion for that entry, looking for coherence, consistency, and clear links between its Sections.

	Place a X in one cell below
<p>4. More than meets the highly accomplished standard</p> <p>The entry provides <u>clear, consistent and convincing evidence</u> that the teacher is able to use and encourage discussions to guide, support and monitor students' understandings of important mathematics ideas.</p>	
<p>3. Meets the highly accomplished standard</p> <p>The entry provides <u>clear evidence</u> that the teacher is able to use and encourage discussions to guide, support and monitor students' understandings of important mathematics ideas.</p>	
<p>2. Meets some elements of the highly accomplished standard</p> <p>The entry provides <u>limited evidence</u> that the teacher is able to use and encourage discussions to guide, support and monitor students' understandings of important mathematics ideas.</p>	
<p>1. Does not yet meet the highly accomplished standard</p> <p>The entry provides <u>little or no evidence</u> that the teacher is able to use and encourage discussions to guide, support and monitor students' understandings of important mathematics ideas.</p>	