# Mathematics Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ [ ]  Clinical Practice Phase I [ ]  Clinical Practice Phase II

| Elements | Candidate Proficiency | I | II | III | IV |
| --- | --- | --- | --- | --- | --- |
| 1. Effective Teaching Strategies
 | Uses specific teaching strategies that are effective in supporting students to teach the California Common Core State Standards in math, including mathematical literacy and the standards for mathematical practice. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Computation, Concepts and Symbols
 | Enables students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Connections
 | Helps students understand different mathematical topics and make connections among them. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Problem Solving
 | Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Arguments and Claims
 | Requires student collaboration that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Media and technology
 | Provides opportunities for students to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Environment
 | Provides a secure environment for taking intellectual risks and approaching problems in multiple ways. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Multiple Approaches
 | Models and encourages students to use multiple ways of approaching mathematical problems, and encourages discussion of different solution strategies. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Attitude
 | Fosters positive attitudes toward mathematics and encourages student curiosity, flexibility, and persistence in solving mathematical problems. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Logical System
 | Helps students to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. Assessment
 | Assigns and assesses work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |