

ASSESSMENT TASK ANALYSIS SHEET

Task/Activity

Date

Grade

Evaluated By

Circumstances of the performance: Describe how you approached the task including the instruction that prepared students for the task.

A. Mathematics Required by the Task

1. Give your impressions of the difficulty of the task, both technique and problem solving.
2. Is there a progression in difficulty?
3. Is there an easy entry point so that all students can do something?
4. Is there sufficient challenge at the end?
5. Does it allow everyone to show what they understand and can do?

B. Language and Layout

1. Is the purpose of the task clear to the students?
2. Are the language and layout as clear as they can be?
3. Are there ambiguities? Are the contexts natural, fully explained?
4. Is the task really sensible in the context? Are the subtasks clear and unmissable?

C. Specific mathematical problem solving strategies being assessed.

(e.g. Making and monitoring choices of methods;
Communicating using different representations;
Problem solving and reasoning; being systematic; making generalizations.)

D. Examining student work

Number of responses which show:

High competence

The student has a clear grasp of what needs to be done, does it well, and provides a good explanation of how the solution was arrived at. There is no doubt that the student is competent, and little or no additional instruction is required.

Medium competence

The student shows knowledge of an appropriate strategy, but makes a major error or several minor ones, in logic; computation; labeling; or notation. The explanation may be unclear or incomplete. Some further instruction is required.

Low competence

The student chooses an inappropriate strategy and has only superficial knowledge of the concepts and skills required to solve the problem. Explanations are absent or incomplete. The concepts, skills and/or strategies need to be retaught from the beginning.

E. Suggested revisions to the task

Based on student responses and/or feedback rewrite the task below. Annotate it, if necessary, to show your reasons for making changes.

F. Review and Check

Are the original assessment objectives still valid?