



## **Statement on the Use of Computational Assessments in the Mathematics for Elementary Teaching Sequence**

For courses in the Mathematics for Elementary Teaching sequence (IAI M1 903), students are expected, by Articulation Guide and IAI standards, to meet learning objectives related to the conceptual understanding of the following: set theory and logic; number systems and operations (whole numbers, integers, rational numbers, and real numbers); number theory; probability and statistics; and geometry and measurement. In meeting these objectives, it is expected students will demonstrate sound mathematical reasoning, problem solving, and an ability to think abstractly about these topics. This focus on conceptual understanding should be fundamental to any course in the Mathematics for Elementary Teaching sequence.

In addition, given that these courses are intended to prepare future elementary teachers, it is important that students in this sequence be able to show mastery of and fluency in the basic mathematical skills and processes that their future students will be required to possess and demonstrate. Thus, the use of computational assessments (such as the Illinois Assessment of Readiness in Math (Grade 6) or other skills tests) is supported to ensure students in the sequence can demonstrate sufficient mastery of elementary mathematical content to perform successfully as elementary teachers. The use of such computational assessments should be incorporated into the sequence as a component of a course grade, as a required mastery component for successful course completion, or in any other fashion consistent with the goal of ensuring students completing the sequence possess these fundamental skills.