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Jennifer M Lewis* (jmlewis@wayne.edu), 223 College of Education, 5425 Gullen Mall, Detroit, MI 48202. *Using the Standards for Mathematical Practice to Assess the Performance of Preservice Teachers.*

This session shows the use of the Standards for Mathematical Practice (SMPs) from the Common Core State Standards (2010) as a framework for structuring and assessing the performance of early preservice teachers in an elementary mathematics methods course. The SMPs were used at the end of the course as a rubric to assess student performance. The preservice teachers had to demonstrate understanding of each of the SMPs, with evidence of their efforts to help children work on each SMP in a multimedia final project. The SMPs are used as reference points in this course for preparing, enacting and appraising instructional activities with children, for viewing videotapes of other teachers' mathematics instruction, for studying elementary mathematics curricula, and for interpreting children's work—and ultimately as the rubric for students' performance in the course. The focus of this session will be the analysis of students' final projects. Preliminary analyses suggest that preservice teachers demonstrate higher proficiency in enacting the SMPs regarding problem-solving and sense-making, and the construction and critique of mathematical arguments. In contrast, they struggle with mathematical modeling, the use of appropriate tools, and the use of structure. (Received September 15, 2013)