Manchester College

Assessment Driven Instruction Plan- EDUC 235 Final Exam

Name: Adam Pyle
Date: 12-4-07
Teacher: Dr. Korrine Gust
Title of Work: Student: A B C D E F G

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>MC Lesson Plan Format with explicitly stated Academic Standards</td>
<td>Lesson does not follow MC format or state academic standards.</td>
<td>Lesson does not follow MC format but does state academic standards.</td>
<td>Lesson plan follows most of the MC format and explicitly states academic standards.</td>
<td>Lesson plan follows MC format correctly and explicitly states academic standards.</td>
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<tr>
<td>Lesson Plan Objectives</td>
<td>Objectives are not included.</td>
<td>Objectives are included, but are not clearly written or do not relate to the stated academic standard(s).</td>
<td>Objectives are included, relate to stated academic standard(s), but are not written correctly.</td>
<td>Objectives are well written, and correlate well to stated academic standard(s).</td>
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<tr>
<td>Assessment</td>
<td>No assessment is planned.</td>
<td>Planned assessment does not match learning objectives.</td>
<td>Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.</td>
<td>Planned assessment matches learning objectives and is embedded in the procedures for the lesson.</td>
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<td>Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.</td>
<td>Procedures are unclear and do not include Gardner or Bloom references.</td>
<td>Procedures are mostly clear and attempts to include Gardner and Bloom references.</td>
<td>Procedures are clear and references to Gardner and Bloom are attempted.</td>
<td>Procedures can be easily replicated by others including Gardner's MI.</td>
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<tr>
<td>Adaptations/Modifications and Enrichment Opportunities</td>
<td>Lesson does not include reasonable adaptations, modifications, and/or enrichment opportunity.</td>
<td>Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.</td>
<td>Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.</td>
<td>Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.</td>
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<tr>
<td>Assessment Data Leads to Instruction Planned</td>
<td>Assessment data does not link to the instruction planned.</td>
<td>Assessment data is not clearly linked to the instruction planned.</td>
<td>Assessment data links to some of the instruction planned.</td>
<td>Assessment data clearly leads to the instruction planned.</td>
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Teacher Comments:

4/20/2007

https://mcmail.manchester.edu/Exchange/KMGust/Sent%20Items/TS.EML/Rubric%20for... 12/5/2007
Student C  Geometry Standard G.4.1 Triangles

Identify and describe triangles that are right, acute, obtuse, scalene, isosceles, equilateral, and equiangular.

EDUC 235- Final Exam
Name: Adam Ryle

This standard was chosen because the student showed non-mastery in both geometry and the writing process. GOOD

Using the information you have recorded on question #3 of the take-home section of this test, complete the following lesson plan. This lesson plan will be evaluated using the same lesson plan rubric we have used throughout the rest of the semester.

Performance Objectives:
1) Given pictures representing the various kinds of triangles, the student will create a web showing similarities and differences with 100% accuracy.
2) Using the concept web, the student will write a 2-page informational essay describing four kinds of triangles with 100% accuracy.

Assessment: Explain how you will assess the learning objective you have identified above, and embed this process into your lesson plan’s procedure.

The teacher will create the concept web with the student, the student will provide the information as the teacher writes it on the board. This will allow the teacher to hear student responses. Any problems can be handled immediately. The teacher will also collect the writing prompt in order to assess knowledge of both triangles and the writing process.

Advance Preparation:
The teacher will need to prepare pictures of the various kinds of triangles. Some “triangles” should also be placed in the classroom for the introduction.

Procedure: You must address at least 3 different Intelligences as identified by Howard Gardner and write questions that you would ask your student from at least different levels of Bloom’s Taxonomy.

Introduction/Motivation:

Have the student look for triangles that are naturally occurring in the classroom. When the student has found several, ask, “How do you know those are triangles?”

(Comprehension)
Step-by-Step Directions:

1. Give the student the following pictures (be sure to use the appropriate labels):

```
\[\begin{array}{c}
\text{50°} \\
\text{50°} \\
\text{120°} \\
\text{60°} \\
\text{60°} \\
\end{array}\]
```

2. Ask the student, "Describe the parts of each triangle. List some traits common to each of them. List one thing that makes each one different from the others." (Analysis). As the student provides answers, begin to create a concept web (or another appropriate graphic organizer) on the board.

3. After the web is complete, begin to provide the names for the various types of triangles. With each name draw a general picture and ask the student to write a general definition of the triangle you draw. For instance, draw \[\triangle \] and tell the student this is a right triangle. Ask, "Using the picture, what might be a definition for this triangle?" (Analysis)

Closure:

After the students have completed the informational essay, have them attempt to identify the triangles they chose in the beginning of class. Have them explain why the triangles are right, obtuse, acute, or any of the other types discussed.
Adaptations/Enrichment:

Student with a Learning Disability in Reading Comprehension:
A skeleton of the concept web can be provided to this student so the definitions are introduced. This visual representation may eliminate some headaches that may result from only writing the definition.

Student with ADHD and Emotional Disabilities:
This student will be allowed to come to the board and fill in the web. This simple gesture from teacher to student can fill the student with feelings of empowerment. It also provides a break from sitting in one's seat.

Student with Gifts/Talents in Math and Reading:
This student will use the computer program Geometer's Sketchpad to explore how these triangles are constructed. They can include such information in their 1-2 page essay.

Self-Reflection: (For this assessment you only need to answer the following questions-you do not need to write out additional questions for self-reflection.)
Would you consider your lesson plan to be more closely related to a constructivism, direct instruction, information-processing, humanistic, or social approach? Why?

I would consider this lesson to be related to the guided practice component of direct instruction. I am asking the student to contribute most of the answers, but I am there to correct any misunderstandings at each step. Students are able to use me to reinforce their own understanding of the material. It is a student-centered form of direct instruction in that students are heavily involved with the content and the teacher is providing the necessary prompts.
Step 3 cont.

Perform the procedure with an acute, obtuse, scalene, isosceles, and equilateral triangle.

4) Before beginning the writing activity, describe it to the student and ask:

- What are the parts of a good informational essay? (Knowledge)

- What sort of information might we include in the introduction? Body? Conclusion? (Analysis)

5) Have the student write an informational essay (complete with introduction, body, and conclusion) in which they describe the characteristics of four different kinds of triangles. (Application)

Gardner's Used in the Lesson

1. Logical/Mathematical: Describing various triangles, identifying their parts

2. Visual/Spatial: Seeing the triangles (not just a written definition)

3. Verbal/Linguistic: Writing the informational essay about triangles