Manchester College

Assessment Driven Instruction Plan- EDUC 235 Final Exam

Name: Mary Jane Teacher: Dr. Korrine Gust

Date : 12-4-07 Title of Work: _Student A B C D F G

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	4
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard (s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	4
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	4
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	34
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	4
Assessment Data Leads to Instruction Planned	Assessment data does not link to the instruction planned.	Assessment data is not clearly linked to the instruction planned.	Assessment data links to some of the instruction planned.	Assessment data clearly leads to the instruction planned.	4
				Total---->	24

Teacher Comments:

24

GOOD

29/29 ★

Student G
3.5.4 Estimate or find the area of shapes by covering them with squares.
Example: How many square tiles do we need to cover this desk?

This standard addresses the student's deficiency in measurement as indicated by the non-mastery items on the ISTEP exam.

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EDUC 235- Final Exam

Name Mary Jane Dickey

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:

When given 3in x 3in cut out squares, students will find the correct area of various objects, determined by the teacher, 3/4 times.

or

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 ask student to measure several objects using cut-out squares. As the student measures each object to find the area, the teacher will document on list of objects whether student was successful or struggled on each object.

Advance Preparation:

1) 3in x 3in translucent squares for overhead projector
2) List of objects students will find area of

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 3 different levels of Bloom's Taxonomy.

Introduction/Motivation:

Explain to the students the idea of area and why it is important in every day life. What would you see them?

Step-by-Step Directions:

1) Give students the red sheet of construction paper with 15 pre-drawn (by the teacher) 3in. by 3in squares. Ask students to cut them out, before recess.

2) After recess, turn on the overhead projector to demonstrate to the class how they will use their cut out squares to measure the area objects. The teacher will place squares that are translucent on the glass of the overhead until it is completely covered. As a class count the number of squares.

3) As a class find the area of a few more objects. Discuss the answers after each object. (Ex. do a book, a dry erase board, etc)

Gardner: Verbal-Linguistic

4) Have the students pair up with their table partner and ask them to find the area of the seat of one of the partners chair using the squares from both individuals as needed.

Gardner: Interpersonal 2

5) Discuss what each group of partners found.

6) Ask students what it means to estimate. Discuss estimation.

Bloom's: Comprehension; Level 2

Closure:

As students finish measuring objects around the room instruct them to return to their seats. After everyone has come back to their seat ask students to explain from what we discussed earlier "Why is it important, in everyday life to find the area of an object? Discuss results from activity

Bloom's: Evaluation; Level 6

Needs 3 levels of Hardness

Adaptations/Enrichment:

Student with a Learning Disability in Reading Comprehension:

This lesson doesnot require a lotof reading, only while students are on their own reading the list of objects to measure around the room. Since students are paired up the partner of the student can demonstrate what the directions are. Teacher will repeat objects and directions as needed

Student with ADHD and Emotional Disabilities:

Students with ADHD will benefit from the moving around when measuring objects. During the individual practice time, the teacher should walk around room and monitor student behavior.

Student with Gifts/Talents in Math and Reading:

Allow students to find the area of more challenging objects after they have completed the list of objects given to them in class.

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 asocial approach? Why?

My lesson plan fits the direct-instruction approach. I start out by explaing and demonstrating concepts to the class. Then as an entire class we work together to find the area of projects. Then at the end I allow the Students to go off on their own to try what had been demonstrated to them earlier in the lesson.

7) Now ask students to "Estimate with your partner how many squares you will need to cover the top of your desk."
Bloom's: Synthesis; Level 5 ✓

8) Discuss and make a list on the blackboard of each group's estimation.

9) Have students find the area of the other's partners desk, using both sets of squares again as needed.

10) After the area has been found discuss as a class their findings, and talk about what the numbers mean in terms of area.

11) Hand out to each student a list of classroom objects for them to find the area of using their squares. Allow them to continue working with their partner. Students will get up and walk around measuring the class room objects. 3
Gardner: Interpersonal / Bodily-kinesthetic