**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | Assessing What is Being Taught |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (7) The student assesses teaching and learning.  (A) The student is expected to describe the role of assessment as part of the learning process  (B) The student is expected to analyze the assessment process and  (C) The student is expected to use appropriate assessment strategies in an instructional setting |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Describe the role of assessments on the learning process * Distinguish between formative and summative assessments * Write examples of appropriate and effective exam questions * Describe the reasoning teachers use in choosing appropriate assessment strategies * Develop questions a teacher might use for course evaluation |
| **Rationale** | How can a teacher know if students have grasped the concepts being taught? In what ways can teachers assess their students’ knowledge? Does it always have to be a multiple choice, paper-based exam? In this lesson, you will learn the importance of assessing students’ work. |
| **Duration of Lesson** | Four 45-minute class period. |
| **Word Wall** | **Alternative assessment:** A method of assessing learning other than through testing  **Checklist:** A simple list of items to be noted, checked, or remembered when evaluating learning  **Course evaluation:** Making judgments about how well a course meets its goals and identifying suggestions for improvements  **Formative assessment:** Assessment that is meant to provide feedback about students’ learning and understanding while the learning is occurring, rather than after it is completed  **Mentor teachers:** Experienced, skilled teachers paired with new teachers to help them improve their skills, solve problems, and become comfortable in their new role  **Peer evaluation:** Students’ assessment of each other’s learning  **Reliability:** A characteristic of assessments that measures learning consistently and fairly, even with different groups or under different circumstances  **Rubric:** A scoring tool that lists the criteria for judging a particular type of work, describing levels of quality for each of the criteria and often organized as a chart, with the criteria on the left, followed by columns that describe different levels of quality for each characteristic  **Score card:** A tool for evaluating alternative assessment that lists the characteristics or factors to use when evaluating learning, typically identifying a maximum point value for each criterion but without descriptions of levels of quality  **Self-evaluation:** Students’ assessment of their own learning  **Student portfolio:** A collection of a student’s work selected to show growth over time; to highlight skills and achievements or to show how well the student meets standards  **Summative assessment:** Assessment designed to evaluate students’ learning after instruction has taken place, measuring results, and determining whether learning objectives have been met  **Validity:** A characteristic of assessments that measures the learning objectives |
| **Materials/**  **Specialized Equipment Needed** | **Equipment:**   * Computer lab with Internet access * Computer with projector for multimedia presentation * Presenter/remote   **Materials:**   * Copies of various types of exams from a variety of sources from the elementary, middle, and high school levels * District grading policy * Highlighters * Markers * Paper * Pen * Copies of handouts   **PowerPoint:**   * Assessing What is Being Taught   **Technology:**   * Classdojo Classdojo helps teachers improve behavior in their classrooms quickly and easily. It also captures and generates data on behavior that teachers can share with parents and administrators.<https://itunes.apple.com/us/app/classdojo/id552602056?mt=8> * Classes – Schedule This app allows you to input your class schedule and maintain assignments easily.<https://itunes.apple.com/us/app/classes-schedule/id335495816?mt=8> * iTunes U The free iTunes U app gives access to an online catalog of free education content from leading institutions. <http://www.apple.com/apps/itunes-u/>   **TED Talks:**   * Bill Gates: Teachers need real feedback until recently, many teachers only got one word of feedback a year: “satisfactory.” And with no feedback, no coaching, there’s just no way to improve. Bill Gates suggests that even great teachers can get better with smart feedback and lays out a program from his foundation to bring it to every classroom.<http://www.ted.com/talks/bill_gates_teachers_need_real_feedback>   **Graphic organizers :**   * KWHL chart * T-chart   **Handouts:**   * Assessments * Assessments key * Alternative assessments * Alternative assessments key * Comparing assessment strategies * Constructing tests * Constructing tests key * Types of test questions * Types of test questions key |
| **Anticipatory Set** | **Prior to the lesson:**  Gather a variety of both summative and formative assessments such as (but not limited to) exams, reports, brochures, games, portfolios, projects, quizzes, essay exams and rubric. Locate a copy of the district grading policy and make copies for each student. This will be used later in the lesson.  Before class begins, distribute the assessment examples throughout the classroom on the student desks or tables.  As class begins, tell students to walk throughout the room looking at each type of assessment. Tell the students to pay attention to the assessment and its directions. After students have had about 10 minutes to look through all the assessments, have them sit in groups of about five students each.  Ask students the following questions (to be discussed in groups):   * Which type of assessment is your favorite and why? * Which type of assessment is a better reflection on student performance? * How can a grading rubric be helpful for students when completing projects and assignments? * Are there any other types of assessments you have been given in class that I do not have an example of in class that you found interesting? (Ask them to explain the project/exam.) * Do you know the district’s grading policy? (See how many of the students know what the policy is. Then hand out a copy of the policy to each student to review.) * Why is it important to have a district-wide grading policy? * What factors can alter a student’s Grade Point Average (GPA)? * Why might projects, exams and other assignments be weighted differently? |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objective, terms, and definitions.  Distribute the handout, KWHL Chart – Assessing What is Being Taught. Students will fill out the first three columns of the chart. Ask students to write down what they already know about assessments, what they want to know about assessments and how they can find more information about assessments. The last column will be completed during lesson closure.  Introduce PowerPoint Assessing What is Being Taught. Students will be expected to take notes while viewing the slide presentation.  Distribute handout, Alternative Assessments. Students will list as many alternative assessments as they can think of.  Distribute handout, Venn Diagram. Students will compare and contrast formative and summative assessments.  Distribute handout, T-Chart. Students will write down the advantages and disadvantages of providing students with a grading rubric prior to grading the assignment.  *Individual Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute handout, Constructing Tests. Inform students they will be taking notes as you read over the things teachers should consider when creating assessments.  Distribute handout, Types of Test Questions. Inform students they will be creating sample test questions based on a variety of different types of assessments.  Distribute handout, Assessments. Inform students they will create a variety of assessments based upon specific lesson plans. Students will work on the assignment independently completing the task.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/**  **Laboratory Experience with Special Education Modifications/**  **Accommodations** | Students will work independently completing their assignment Assessments.  Review assignment rubric so that students are aware of assessment procedures.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Complete graphic organizer, KWHL Chart – Assessing What is Being Taught to analyze what they have learned about assessments. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Student presentations will be assessed with appropriate rubric provided during Guided Practice.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/**  **Resources** | **Textbooks:**   * Cooper, J.M, Ryan, K. (2000). Those Who Can, Teach Ninth Edition. Boston, MA: Houghton Mifflin Company. * Henke-Konopasek, N. (2010). Student Workbook Teaching. Tinley Park, IL: Goodheart-Willcox Company. * Kato, S.L. (2010). Teaching. Tinley Park, IL: Goodheart-Willcox Company. * Wong, H., Wong, R. (1998). The First Days of School. Mountainview, CA: Harry K. Wong Publications, Inc.   **Web sites:**   * How to Assess Students’ Prior Knowledge The Eberly Center’s Teaching Excellence and Educational Innovation gives reasons why assessments are necessary and how to include them in the classroom.<http://www.cmu.edu/teaching/assessment/priorknowledge/index.html> * Ways to Assess Student Learning During Class This pdf gives examples of ways to assess students’ knowledge.<http://tep.uoregon.edu/pdf/assessment/Ways_to_Assess_Student_Learning_During_Class.pdf> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Promote the use of the pre-reading strategy prediction. |
| **Quotes** | Education costs money, but then so does ignorance.  **-Sir Claus Moser**  I cannot teach anybody anything, I can only make them think.  **-Socrates**  Teachers open the door, but you must enter by yourself.  **-Chinese Proverb** |
| **Writing Strategies** | **Journal Entries:**   * Provide five examples of how technology can be integrated into alternative assessment strategies. Explain. * How can assessment be useful in improving education? Explain. * What do you think provides the teacher with the most accurate information about student learning? Explain.   **Writing Strategies:**  RAFT Writing Strategy   * Role: Mentor teacher * Audience: New teacher * Format: Informative * Topic: The role assessment plays in the classroom; include examples of assessments |
| **Communication 90 Second Speech Topics** | * Why do teachers need to clearly communicate their grading policy at the beginning of a course? * Why do students have difficulty giving a realistic assessment of their peers’ work? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity** | Have students pair up with teachers on another campus, such as an elementary campus. Students should work closely with the teacher developing lessons and assessments. Have the teacher evaluate the students’ ability to effectively deliver the lesson and the method of assessment chosen by the student.  In addition to creating lessons and assessments, students could work with the teacher to create student portfolios for each child that display student progress throughout the year.  **TED Talks:**  TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   * Bill Gates: Teachers need real feedback Until recently, many teachers only got one word of feedback a year: “satisfactory.” And with no feedback, no coaching, there’s just no way to improve. Bill Gates suggests that even great teachers can get better with smart feedback and lays out a program from his foundation to bring it to every classroom.<http://www.ted.com/talks/bill_gates_teachers_need_real_feedback> |
| **Family/**  **Community Connection** | Invite teachers, administrators, counselors, diagnosticians and professors from the district and area colleges to speak to the students about assessments. Have the guests speak to the class about different types of assessments, their role in providing assessments, the benefits of assessments and how one can become a teacher, administrator, counselor, diagnostician, or professor. |
| **CTSO connection** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  **STAR Events:**   * Teach and Train – An individual event that recognizes participants for their exploration of the education and training fields through research and hands-on experience. * Interpersonal Communication – An individual or team event that recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication. * Job Interviewing – An individual event that recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements.   **SkillsUSA**  <http://skillsusa.org>  **Skills USA Events:**   * Early Childhood Education – an individual event that recognizes participants who demonstrate their knowledge of developmentally appropriate practice and their ability to prepare and implement learning activities for children 3 to 5 years old. Students will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies.   **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org>  **TAFE Events:**   * Lesson Planning and Delivery Competition – This competition is an individual event where future educator will plan, prepare, and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills. Participants will prepare a lesson plan and a 10-minute video teaching the lesson to a class. The lesson can focus either on CTE, Humanities or STEM. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning, see <http://www.servicelearningtexas.org>  Possible idea:  Have students offer an “Assessment Review” opportunity for teachers in their district. This review is for any teacher interested in seeking a new and innovative way of assessing students’ knowledge. This could be especially beneficial to teachers who have been teaching for several years and are looking for a fresh idea to test students’ knowledge, or for new teachers who are looking for ideas in the classroom. Have interested teachers bring or email the current lesson and assessment to the classroom. Then have students review the lesson and assessment and create a new innovative way of assessing the students. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)