

CTE310 Performance-Based Assessment

Tasks	Who	Due
<p>Part I: Teach the Class</p> <p>IA.</p> <p>Select a topic from the list below:</p> <ol style="list-style-type: none"> 1. Focusing attention CH4 - 10/16 Cindy 2. Presenting Information CH5 - 10/23 Robert Torres 3. Promoting Active Participation CH6 - 10/30 Rozelle 4. Practice and Monitoring Student Learning CH7 - 11/6 Regine 5. Partner and Small Group Work CH8 - 11/13 Taco 6. Selected Instructional Interventions CH9 - 11/20 Natsumi 7. Differentiated Instruction, UDL, ELL strategies CH3 	Schrage	<p>One lesson due on the day of your "teaching"</p> <p>Done</p>
<p>IB.</p> <p>Using the THREE MODELS OF LESSONS (direct instruction, informal presentation, or structured discovery) plan your teaching incorporating strategies listed on Part IA.</p>		<p>One lesson due on the day of your "teaching"</p> <p>Two remaining lesson plans due on or before 11/27</p>
Part II: Criteria for Success: See Rubric		
<p>Part III: REFLECTION</p> <p>Reflection in which you share your thoughts regarding your "teaching experience".</p>		

CTE310 Grading Rubric

Criteria		Satisfactory	Need Improvement
Teaching Strategies		<input type="checkbox"/> Teaching strategies and assessments were aligned to the objectives <input type="checkbox"/> Students' prior knowledge levels were either assessed explicitly or assumptions were articulated in demonstration framing. <input type="checkbox"/> Smooth transitions between different parts of the lesson. <input type="checkbox"/> Used appropriate activities to create teacher/student and/or student/student interaction <input type="checkbox"/> Regular comprehension checks ranging from low-level recall to higher-order thinking skills.	<input type="checkbox"/> Teaching strategies and assessments methods were not aligned to the objectives. <input type="checkbox"/> Students' prior knowledge levels on the topic were not considered. <input type="checkbox"/> It was difficult to follow the lesson. <input type="checkbox"/> No activities were used to create interactivity. <input type="checkbox"/> No comprehension checks.
Organization		<input type="checkbox"/> Demonstration is framed in the beginning with explicit reference to (a) measurable objectives, (b) relevant student and (c) instructor activities in the session and associated formative and/or summative assessments.	<input type="checkbox"/> Demonstration is framed in the beginning with a list of topics that will be covered in the session.
Preparation		<input type="checkbox"/> The student is well prepared for the presentation	<input type="checkbox"/> The student is not prepared for the presentation
Reflection		<input type="checkbox"/> Response includes all components and meets all requirements indicated in the instructions. Each question is addressed thoroughly.	<input type="checkbox"/> Reflection is incomplete