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Rubric for Scoring Literacy Lesson: Evidence of Pedagogy Blake2013

Presenter's Name: Travis Greenwood

Date: 2/28/13

Grade level: 4th

Performance based literacy lesson: 1

Subject: Guided Reading

Assignment not turned in or incomplete = 0 points	LOW BASIC Performance Level 2 points	BASIC Performance Level 3 points	PROFICIENT Performance Level 4 points	ADVANCED Performance Level 5 points
Lesson Framework & Execution 3* 15	Lesson plan is not cohesive. Objectives not stated. Standards not written out. Purpose not given to the students. Lesson not appropriate level	Plan is somewhat unclear. Lesson focuses primarily on one skill or strategy. Purpose given to the students. Students scaffolding not sufficient. Lesson level appropriate. (Zone of proximal development)	Plan clearly written. Lesson addresses several literacy aspects Stated objective/s to students. (What they are learning and why.) Mini-lesson directed -specific. Lesson developed during each phase of lesson (before, during & after). Students appropriately scaffolded.	Plan clearly written. Lesson focuses are strategy based. The lesson flows and is an authentic engaging, learning experience. Lesson demonstrates the interconnectedness of the communication arts.
Assessment & Evaluation of Student Learning 4X points 18	Assessment is not authentic and/or is worksheet oriented. Evaluation does not match the lesson objectives. Did not include student work samples.	Assessment focuses on a minor skill rather than a strategy or important skill needed for comprehension. Evaluation limited or evidences limited understanding of literacy. Student work samples not accurately assessed or do not align with the lesson objectives.	Method of assessment is related to the lesson objective/s and assess the literacy skill or strategy. DID NOT USE WORKSHEETS Evaluation is specific and student samples align with the objectives taught. Anecdotal notes were taken on students. Students clearly understood how they were assessed on independent work (Rubric attached).	Assessment is authentic. DID NOT USE WORKSHEETS Evaluation is insightful and based on reading pedagogy demonstrating an understanding of the interconnectedness of the communication arts. The evaluation gives and interprets the facts about the reader/writer/listener/speaker related to the literacy focuses of the lesson. Student work is analyzed with specificity.
Self-reflection of My Teaching 2X points Related to: Literacy Pedagogy and the Leadership dispositions of "Accurate self-assessment" and "Developing others". 4	The ability to self-reflect is not evident. No reflection	Self-reflection is limited or general in nature regarding teaching.	Self-reflection is directed & specific , well thought out, purposeful and reveals an understanding of literacy pedagogy and the leadership dispositions.	Self-reflection is insightful and based upon facts or evidence from the teaching experience & assessments. Reflection relates to literacy pedagogy & leadership dispositions clearly addressing lesson planning, lesson execution & assessment
Presentation Organization, Clarity and Neatness. 1X points 4	Unsatisfactory	Average Provided copy of Lesson Plan, Reflections & student work to peer groups.	Above average Easy to follow the information presented. Explained students literacy level. Took audience through the steps of the lesson. Student work easy to see.	Excellent Easy to follow the information presented. Explained reflection on teaching and student learning.

Total points: 41 /50 Comments: +6

No reflection, so it's hard to tell what actually happened.
 But - good plan & student work is here but unclear how it was evaluated

Basic READING Lesson Plan of Explicit Instruction The Gradual Release of Responsibility

MWSU student name: _____ Travis Greenwood _____ Grade level: 4th

School: _____ Lake Contrary _____ Teacher: _____ Ms. Ebling _____

Performance based literacy objective/s/focus/es: I can apply post-reading strategies by drawing conclusions and making inferences. *how is it measured? orally? -1 pt.*

Gradual Release: (lesson includes) x Modeling x Guided Practice x Independent Practice

District Standards/GLE: Reading: 1.H.4.f-drawing conclusions

Show Me State Standards: C.A-3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

National Standards (IRA/NCTE): Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Common Core Standards: CCSS.ELA-Literacy. RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences and drawing conclusions from the text.

Background on students: In the month of April 4th grade students are required to take a Standardized MAP test. A majority of the reading portion requires students to draw conclusions and make inferences to a given passage.

Address Diversity: My focus will be targeted at my students who are classified as basic and below basic readers according to SRI. These students will need the extra guided practice and modeling to fully comprehend the skill being taught.

BEFORE READING:

(1-2 minutes) Activate prior knowledge:

The teacher will: 1) What is a conclusion? 2) What is an inference? 3) What are close reading strategies? 4) How do we know what each skill is? (Q1-4)

The students will: 1) state what a conclusion is and how we arrive at a conclusion. 2) State what making an inference means and how to make a personal inference. 3) Give examples of close reading strategies.

(1 minute) Establish a purpose:

The teacher will: What happens when we read an article all the way through, and we get to the very end of the article and have no idea what we have read? Now we have to draw a conclusion and make an inference, but we have no idea where to start? What skills will help us remember what we have read so we can complete our objective (I Can)? You guys will become better readers once you know how to use these skills.

The students will: give examples of close reading strategies, discuss why important.

(5 minutes) Modeling/Demonstration: Mini-lesson – (Teacher models strategy or skill & thinks aloud.)

The teacher will:

1. I am thinking about this morning where I read some information about the news. I hardly remember what it was about. I'm not sure I even remember the title.
2. What can I do to help remember more details from what I have read?
3. ~~Haven't we discussed our close reading strategies today?~~ ? Now - right?
4. Well, if im thinking correctly, I could use one of these strategies. What if I only use one? Would it better if we had more?
5. I think it would benefit us all if we use more than one strategy preferably more than 4 (Circle title, Number paragraphs, Code questions, underline important detail/ underline proof.)

(10 minutes) Guided practice:

Take **anecdotal notes** on your students:

Lilah - had a connection to me remembering info from a text if I don't leave "thinking" tracks.

Ellen - "We have talked about strategies, but I don't remember."

Hadley: "When can we use our strategies?"

The teacher will:

1. Have students: "Now read the passage and take some of these things you have learned so far and apply them. I will model the first paragraph for you all, and show how I would do this if I were you all. I will be walking around the room double-checking to see if you're, "Getting it."

The student/s will:

1. Apply the objectives from the mini-lesson, show visually representation of the strategies being used.

Questions to promote inquiry thinking:

The teacher will ask:

- What strategies do you think I could use when proving my answer from the question and relate it back to the passage? (underline proof/ text based evidence)
- What strategies can I use to remember my inferences and or questions? (notes to side)
- If I am having troubles choosing an answer, how can I determine what couple of choices are better than the other few? (P.O.E)

The student/s will:

- Discuss and demonstrate which strategies would work best in these situations.

Assess who's getting it and who isn't - **anecdotal notes** are taken:

Eli - P.O.E is the best - are b.c. your chances go from really bad to better. Like 50%.

Sayce - I feel like I underline everything.
Only underline what's important.

Independent Practice: Students use the strategy on their own. Confer with individuals or groups and **take anecdotal notes** on your students.

Goal sharing time: (may take anecdotal notes again)

Students share:

Sergio + Tyler worked alone but helped each other with their strategies.

The teacher will ask: What did you learn about yourself as a reader today?

The student/s will:

- Discuss some of the strategies that found useful, and helpful. Why were the good strategies? What was different this time from last time reading an article? Anything better or worse happened as you read?

Review the learning objective: Today we learned post-reading strategies that helped us draw conclusions and make inferences, can we write a list of those strategies on the board, and tell me how they work and why they work well?

The teacher will ask: "What strategy or skill did we learn today?" "How does close reading strategies help us as readers?" "(based on conferences) call on students and ask: "What strategy are you going to work on?"

Conference anecdotes: Include anecdotes from your observations or individual conferences.

Groups

Lilah Eli Tyler	used strategies but lacked some knowledge How & when to use a skill
Hadley Josh Ethan	were right on track for the most part.
Sergio Riley Kaden	Able to create & analyze strategies for a given skill.
Aadan Dakota Sydney	lacked skill base for close reading strategies

Oral?
Needed student work.

NEXT GO TO REFLECTION FORM

Assessing student learning: (What authentic activity did the students do to demonstrate an understanding of the objective/s you taught?)

Evidence of student learning: (Must include 3-5 artifacts of student work. Analyze each student's learning and be specific about learning related to your objective/s.)