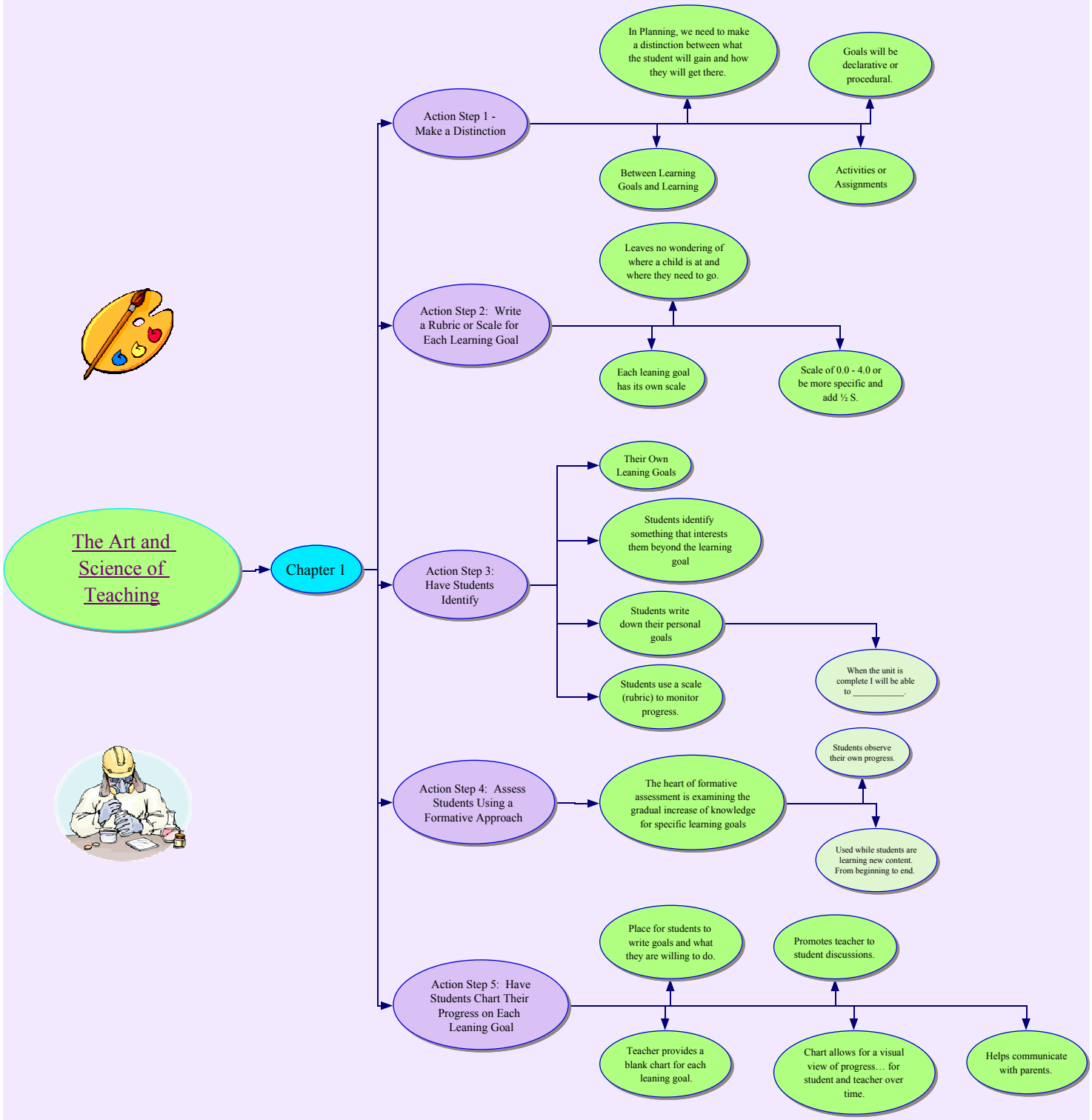
The Art and Science of Teaching
Chapter 1
Action Step 1 - Make a Distinction
In Planning, we need to make a distinction between what the student will gain and how they will get there.
Goals will be declarative or procedural.
Between Learning Goals and Learning
Activities or Assignments
Action Step 2: Write a Rubric or Scale for Each Learning Goal
Leaves no wondering of where a child is at and where they need to go.
Each leaning goal has its own scale
Scale of 0.0 - 4.0 or be more specific and add ½ S.
Action Step 3: Have Students Identify
Their Own Leaning Goals
Students identify something that interests them beyond the learning goal
Students write down their personal goals
When the unit is complete I will be able to _____.
Students use a scale (rubric) to monitor progress.
Action Step 4: Assess Students Using a Formative Approach
The heart of formative assessment is examining the gradual increase of knowledge for specific learning goals
Students observe their own progress.
Used while students are learning new content. From beginning to end.
Action Step 5: Have Students Chart Their Progress on Each Leaning Goal
Place for students to write goals and what they are willing to do.
Promotes teacher to student discussions.
Teacher provides a blank chart for each leaning goal.
Chart allows for a visual view of progress… for student and teacher over time.
Helps communicate with parents.