

FEAP 3c.-Identify gaps in students’ subject matter knowledge

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>The teacher states, “Remember we talked about arrays yesterday, so we will do some practice problems today.”</p> <p>The teacher forges ahead with a presentation without checking for understanding. (D)</p> <p>The teacher presents the lesson and asks all students to complete a worksheet independently. (D)</p> <p>When the students are doing group work or individual work, the teacher does not walk around and assess student completion.</p>	<p>The teacher states, “Remember we talked about arrays yesterday...after a quick review, we will do some practice problems today,” then she continues with the review.</p> <p>The teacher presents the lesson and asks all students to complete a worksheet with support from their peers if necessary.</p> <p>The teacher wants the students to share what they have learned, but only calls upon 2-3 to share.</p> <p>All questions are presented with two answer options for the students. All assessments are in multiple choice format.</p>	<p>Students use dry erase boards to show the teacher their answers to some review problems from yesterday’s lesson.</p> <p>Teacher provides timely feedback by calling a group of students to his table to reinforce yesterday’s lesson. (D)</p> <p>As teacher circulates following the lesson she takes notes of which students she may need to meet with to revisit the previous lesson.</p> <p>Teacher asks students if they need another example before moving on with the rest of the lesson.</p> <p>Teacher shares a second strategy for adding double-digit numbers with regrouping after noticing some students look confused.</p> <p>When addressing the varsity team, the teacher uses the analogy comparing the demands of a hard basketball game to that of the pioneers.</p> <p>Teacher asks students to take notes during the lesson.</p> <p>Teacher asks students to look over their papers to correct their errors. (D)</p> <p>The teacher asked students to make a “Double-Bubble</p>	<p>The teacher states, “Remember we talked about arrays yesterday and after looking at you work after the lesson I see we will need to do some practice problems today.”</p> <p>Teacher says, “Thumbs up if you understand, sideways if you kind of get it and thumbs down if you’re confused.”</p> <p>The teacher uses exit tickets to elicit evidence of individual student understanding. (D)</p> <p>Teacher says, “Yes, that is a really good question. Does anyone have an answer for Jorge?”</p> <p>Teacher asks students to share their responses and the explanation behind their responses.</p> <p>Teacher asks students to record their knowledge and share their notes with their tablemates to record any information they may have missed. (M)</p> <p>The teachers asked the students to pair up with a partner to share their classification and identify potential errors in their respective understandings. (M)</p> <p>Students are asked to defend their own thesis statements, topic sentences or hypothesis</p>

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		<p>Diagram” comparing football and soccer. (M)</p> <p>Students are taught to identify, analyze and evaluate weak references. (M)</p>	<p>conclusions. (M)</p> <p>After having introduced a few of the more common errors in reasoning, the teacher asks students to watch a debate and record any errors they observed. (M)</p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

http://aim.cast.org/learn/historyarchive/backgroundpapers/background_knowledge

Practice for students:

<http://www2.open.ac.uk/students/skillsforstudy/check-for-gaps-in-your-knowledge.php>

For teachers- Assessing prior knowledge

<http://www.cmu.edu/teaching/assessment/priorknowledge/index.html>