

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June

**Assessment, Evaluation and Communication Plan**

<b>FORMAT</b>	<b>PURPOSE</b>	<b>PLAN</b>	<b>TIME</b>

**Grade:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Time Allocation:** \_\_\_\_\_

<b>Specific Learner Expectations</b>	<b>Learning Activities</b>	<b>Resources</b>	<b>Evaluation</b>

**Grade:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Time Allocation:** \_\_\_\_\_

<b>Specific Learner Expectations</b>	<b>Learning Activities</b>	<b>Resources</b>	<b>Evaluation</b>

Grade \_\_\_\_\_ Topic \_\_\_\_\_ Title \_\_\_\_\_ Time Allocation \_\_\_\_\_

**OBJECTIVES**

---

---

---

---

**LEARNING RESOURCES**

---

---

---

DEVELOPMENTAL ACTIVITIES	EVALUATION
--------------------------	------------

**Unit Title:**

**I. Introduction**

**II. Objectives**

**III. Content area**

Integration across curriculum

**IV. Student activities/processes**

Student products

**V. Materials & resources**

**VI. Tentative timeline**

**VII. Evaluation**

## Planning Form

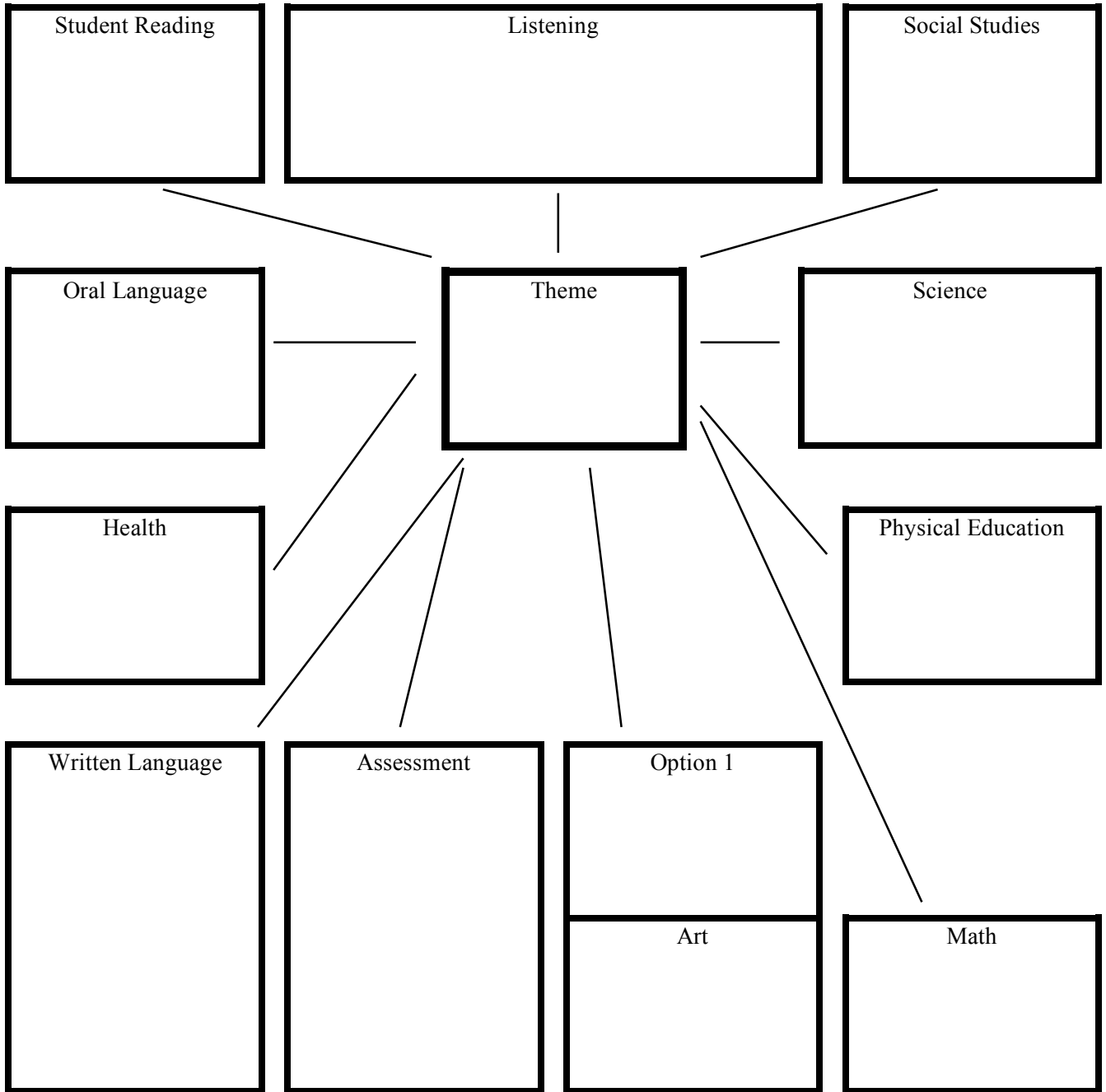
Theme: \_\_\_\_\_

Grade Level \_\_\_\_\_

Area	Content	Skills	Assessment
Language Arts			
Social Studies			
Math			
Science			
Health			
Option 1			
Option 2			
Option 3			
Option 4			

## Planning Web

Use this form as a planning overview for thematic activities and assessments.





## Theme Outline

Listening or Speaking	Reading	Writing
Social Studies	Theme	Science
Math	Health	Special Activities

Theme/Unit:	Grade level:	Time line:	Compiled by:
Introduction:	Math	Science	
Language Arts:			
<i>Explore</i>			
<i>Construct</i>	Health/Social Studies	Fine Arts:	
<i>Communicate</i>		<i>Art</i>	
	Other	<i>Music</i>	
	Culmination	<i>Drama</i>	
		Evaluation	

p. 1 of 2

Concepts	Skills & Attitudes

Centers	Resources

p. 2 of 2

### Modification Process Example

<p>Goal(s): Objective(s): Knowledge:</p> <p>Skills:</p> <p>Attitudes:</p>	<p>Student strengths, interests and needs to be considered:</p>
<p>Basic Lesson:</p>	<p>Resources:</p>
<p>Students needing more support:</p>	<p>Organizing for instruction:</p>
<p>Students needing more challenge:</p>	
<p>Strategies selected: Why?</p>	<p>Criteria for evaluation:</p> <p>Basic:</p> <p>Support:</p> <p>Challenge:</p>

	Students Needing Support	<b>BASIC PLAN</b>	Students Needing Challenge
<b>Activities</b>			
<b>Criteria for Evaluation</b>			

### Lesson Plan Format

Subject: \_\_\_\_\_

Lesson plan made by: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson objective(s):

---



---



---



---

Organization decisions to achieve the above objectives:

	<b>Time</b>	<b>Learning Activities</b>	<b>Teacher Activities</b>	<b>Materials Needed</b>
Introduction				
Sequence of activities in main body of lesson				
Conclusion				

## LESSON PLAN

**Objectives:**

**Teacher:**

**Student:**

**Materials:**

**Method:**

**Assessment/Evaluation:**

Topic \_\_\_\_\_

Date \_\_\_\_\_

## Lesson Planner

### Social Studies

<b>Lesson Objectives</b>	
Knowledge Objectives:	
Skill Objectives:	
Attitude Objectives:	
<b>Learning Activities / Instructional Approach</b>	
Introduction:	
Development:	
Closure:	
<b>Resources:</b>	<b>Assessment Strategies / Tools</b>



**Lesson Plan**

Objectives:

Motivation:

Materials:

Method:

Closure:

Evaluation:

## Instructional Skills: Observation Guide For Lesson Design

Observe for and record specific examples of what the teacher did and/or said to demonstrate the elements of lesson design.

<b>Principles of lesson design:</b>	<b>What the teacher did or said:</b>
<b>SET/FOCUS</b> <ul style="list-style-type: none"> <li>• What set did the teacher use?</li> <li>• Did it link new to old, actively involve students, provide a focus?</li> </ul>	
<b>PURPOSE</b> <ul style="list-style-type: none"> <li>• Were students made aware of objective and purpose? How?</li> <li>• Did the teacher lead students to value the learning?</li> </ul>	
<b>INPUT</b> <ul style="list-style-type: none"> <li>• What input did the teacher provide?</li> <li>• Was input relevant to the objective?</li> </ul>	
<b>MODELING</b> <ul style="list-style-type: none"> <li>• Did the teacher model (show, label, demonstrate) a new skill, process or concept?</li> <li>• Did the teacher focus students on essential learning?</li> </ul>	
<b>MONITOR FOR UNDERSTANDING</b> <ul style="list-style-type: none"> <li>• What strategy did the teacher use to check for understanding?</li> <li>• Did teaching process from easy to difficult, simple to complex?</li> <li>• Did student involvement progress from low to high risk, public to private?</li> </ul>	
<b>GUIDED PRACTICE</b> <ul style="list-style-type: none"> <li>• Was the teacher providing guided practice relevant to the objective?</li> <li>• How did the teacher provide knowledge of results, encouragement, assistance?</li> <li>• Were students' misconceptions clarified?</li> </ul>	
<b>INDEPENDENT PRACTICE</b> <ul style="list-style-type: none"> <li>• Were students engaged in an activity which allowed them to practice and apply the new learning (skill, concept and process) independently?</li> <li>• Did the teacher provide input, modelling and checking for understanding before moving to guided or independent practice?</li> </ul>	
<b>CLOSURE/SUMMATION</b> <ul style="list-style-type: none"> <li>• How did the teacher provide for closure? (Student summarizes independent learning, teacher asks for an overt response in the form of a question/activity by which closure occurs).</li> </ul>	

## Questions To Help You Analyze A Lesson

### Standards

- Students knew what was expected of them in terms of behaviour.  yes  no
- The teacher created an atmosphere for learning.  yes  no
- All materials and equipment necessary for the lesson were ready for use.  yes  no
- Attendance and/or record keeping was done effectively.  yes  no
- The lesson has been well-planned and written in advance.  yes  no

### Teaching

- Adequate explanation of the lesson occurred before students were given practice exercises.  yes  no
- Strategies the teacher used:
- |                                    |   |                                |                              |                             |
|------------------------------------|---|--------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> lecture   | <input type="checkbox"/> group discussion | <input type="checkbox"/> other | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| <input type="checkbox"/> inquiry   | <input type="checkbox"/> role playing     |                                |                              |                             |
| <input type="checkbox"/> questions | <input type="checkbox"/> student input    |                                |                              |                             |
- The teacher modeled the learning and its application.  yes  no
- The teacher checked regularly for understanding  yes  no

### Practice

- The students practiced the learning through some form of overt behaviour.  yes  no
- The practice directly related to the learning.  yes  no
- The teacher monitored each student's practice of the learning.  yes  no
- The teacher provided assistance when necessary.  yes  no

### Closure

- The teacher had students identify what was learned.  yes  no
- The students left with an understanding of what was learned.  yes  no

### Follow-Up (Unguided Practice)

- The teacher plans to have students use their new learning in the near future.  yes  no