

Sample Lesson Plan

School/Institution: Paroisse Saint-André Hinche

Grade/Level: Teachers

Language: English

Course: Assessment: More than a test

Objectives

Content Objectives	Language Objectives
<p><u>Learners will be able to:</u></p> <ol style="list-style-type: none"> 1. Choose an appropriate rubric for grading a letter 2. Score a sample letter using one of the rubrics 	<p><u>Learners will be able to:</u></p> <ol style="list-style-type: none"> 3. Compare and critique three different rubrics 4. Justify their scoring decisions after using the selected rubric 5. Identify and use advanced vocabulary related to assessment

Materials

- Copies of 3 different analytic rubrics intended to measure different types of assignments (one of them focused on letter-writing) (enough for each group)
- Copies of a sample letter to be graded (enough for each learner)
- Chalk/markers and board
- Projector to present rubric on main screen (optional)

Procedures

Pre-Activities: Description	Time Frame	Objective(s) Targeted
<p>Ss list important components that make a successful rubric (covered in previous class)</p> <p>T writes main points on board</p>	5	<p>Activate schema, reviews previous class material</p>
During activities: Description	Time Frame	Objective(s) Targeted
T divides ss into groups of 3-4, hands out copies of 3	10-15	1 and 3

<p>T divides ss into groups of 3-4, hands out copies of 3 rubrics, asks Ss to read through them</p> <p>T reviews important vocabulary words found in text (bolded), such as <i>assess, register, clarity</i></p>	10-15	1 and 3 5
<p>T asks ss to compare and contrast the rubrics in their groups</p> <p>T writes on board some ideas that ss can consider, such as <i>organization, categories, etc.</i></p> <p>T also includes possible questions that ss can use in discussion (targeting comparatives/superlatives) <i>i.e.,</i> <i>Which rubric is the most detailed?</i> <i>Which rubric is easiest to understand?</i></p>	10-15	1 and 3
<p>If not mentioned by ss, T informs ss that each rubric is intended to measure different types of assignments (i.e. project, argumentative essay, and letter writing).</p> <p>T asks groups to choose the rubric that is best suited for letter writing and be able to explain why.</p> <p>T's asks and writes questions on board to prompt discussions that include modal use and frame responses in next activity. <i>i.e., Which rubric should be used to assess letter writing?</i> <i>Why would you use that rubric?</i> <i>Could you use all of the rubrics to assess letter writing?</i></p>	5-7	1 and 3
<p>Each group justifies their decision to the class, drawing from the main points they reviewed in pre-activity</p> <p>T reviews main points</p>	5-10	1
<p>T distributes copies of sample letter to each group, asks groups to grade the sample letter using the selected rubric</p>	10-15	2
<p>Groups share their scores with class. Justify why they chose that score</p>	5-10	4
<p>Post Activities: Description</p>	Time Frame	Objective(s)

Each group tells class one thing they feel is important when making a good rubric.	5	reflection
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Assessment and Reflections

- When groups share thoughts with the class ss reflect and T can assess
- Post activity