

INSTRUCTIONAL MODEL/TRAINING PLAN SNAPSHOT

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Performance-Based Objectives

- “This skill requires students to identify, compare, and add or subtract amounts read from a graph, table or chart” (Scantron, 2001-2008, p.1)
- “Students must determine from the question what calculation to perform” (Scantron, 2001-2008, p.1)
- “The graph amounts are all displayed in whole numbers” (Scantron, 2001-2008, p.1)





Performance-Based Objectives cont...

- “Students must read and analyze the data as well as compute measures of central tendency”
(Scantron, 2001-2008, p.1)
- “This skill includes problems which require students to identify and compare information from tables, and determine which operation is needed to find an answer using that information”
(Scantron, 2001-2008, p.1)





Students Mastery of Content

- Students mastery of content will be measured by the following components:
 - Quizzes
 - Tests
 - Graded Homework
 - Portfolio Assessment (collection of final graded assignments such as tests and quizzes) (Lang & Evans, 2006, p.347)





Content Based Instructional/Engagement Strategy

- Students will engage in the practice and drill method which allow learners to do repetitive work in answering questions to charts, graphs and tables through class discussion(Lang & Evans, 2006)
- Students will demonstrate their knowledge through checked homework assignments as the high performing students will role play as the instructor on white board of their information(Lang & Evans, 2006)





Content Based Instructional/Engagement Strategy Cont...

- Students will be given assigned questions in groups of four or five in answering information through the K-W-L Chart (Substitute Teacher Handbook, 2006, p.45-46)

K	W	L
What do I Know ?	What do I Want to know?	What have I Learned ?





Formative Assessment

❖ “The ultimate goal of the formative assessment is to gain understanding into what the student does and does not know” (Boston, 2002, p.141)

- “On-the-fly assessment” – After engaging students into the lesson, I would walk around and listen for students who have a misconception of a problem and correct any of the misunderstands (Boston, 2002, p.141)
- “Planned-for interaction” – Preplan questions given during the lesson for students to explore possible ideas and discover ways to interpret the lesson (Boston, 2002, p.141)





References

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