

Southern Connecticut State University

Title II Teacher Quality Enhancement Grant

Introduction

In this assignment, you will complete two tasks: **You will analyze student work; you will develop a lesson plan as a result of that assessment.** The student work will be an actual response written to a question from the (elementary, English, science portion of the CAPT tests. You are to assume the following: There are 20 students in your class; **this response is typical of the responses received from the students to the question from the CAPT tests;** these students did not receive the highest possible score on that question.

In the analysis of student work, you will be writing an analysis of student strengths and weaknesses based on your assessment of the student work sample; the lesson plan is to be written for your entire class.

Since this is an out-of-class assignment, you have two weeks to complete the task. If you use additional resources, you must cite these resources on a separate page of the written assignment.

Analysis of Student Work

For this task, you will analyze student work and then write about the strengths and weaknesses you see in the student work. You will provide written feedback to the students and then develop a whole group lesson plan that addresses the weaknesses you identified in the student work. Since you will be looking at a single, limited sample of student work, your analysis should identify the subject matter knowledge required in order to complete the student performance task as well as a discussion of what you feel you would need to know about the students and their prior knowledge in order to be able to better plan instruction.

This part of the assignment must be typed using a Times New Roman font with a 12-type size. It can be no more than **two pages** and must be written using complete sentences with correct grammar and mechanics.

Lesson Plan

In this part of the assignment, you will write a lesson plan that addresses the weaknesses you identified in the original student response. **Please use the following lesson plan template. The lesson plan component and prompt sections of the template explain what you are to do for each component of the lesson plan. In the candidate response section, write your lesson plan. In the commentary and rationale section, explain why you have chosen this particular strategy for each part of the lesson plan.**

Lesson Plan Template

Component	Prompt	Candidate Response	Commentary and Rationale
Goal(s)	Write your goal(s) for this lesson. The goal(s) should be tied to the State of Connecticut Curriculum Frameworks.		
Objective(s)	The objective(s) must be written as behavioral objectives and must clearly state what you expect your students to be able to do at the conclusion of the lesson.		
Materials	List all the materials you will use to teach the lesson. Include all books, handouts, overhead transparencies, workbooks, etc.		
Methods	List what you and the students will be doing, but do not script anticipated dialogue.		
Closure	Describe how the lesson will be brought to closure.		
Assessment	Describe how you will assess whether the objectives of the lesson were met. Attach a copy of any assessment plan you create.		

Assessment of Teacher Candidate Demonstration of Competency

Your analysis of student work and the lesson plan you create will be assessed using the following linkage/alignment table.

Linkage/Alignment Table

Assessment Task Objectives	Component of Task	Knowledge Area(s)
Assess candidate analysis of student work	Written analysis of student strengths and weaknesses	Assessment of students' prior knowledge Identification of subject matter knowledge required in order to complete the student performance task
Assess candidate knowledge of subject matter	Written analysis of student strengths and weaknesses	Identification of subject matter knowledge required in order to complete the student performance task
Assess candidate knowledge of pedagogy	Lesson plan components: goals objectives materials methods closure assessment	Knowledge of developmentally appropriate instructional strategies Knowledge of assessment strategies Knowledge of behavioral objectives