

SOUTHERN CONNECTICUT STATE UNIVERSITY  
School of Education  
Midpoint Performance Assessment  
Spring 2003

**Introduction**

This performance assessment was developed as part of the SCSU assessment system for all teacher candidates. This is a "mid-point" performance assessment which is intended to measure a teacher candidates knowledge and skills, prior to student teaching, that are determined to be essential as part of SCSU conceptual framework.

You will be participating in the first pilot study of this performance assessment. This assessment has two parts:

- I. You will analyze student work and write about your analysis. The student work will be an actual response written to a question taken from the Connecticut Academic Performance Test (CAPT). 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.
- II. Based on your analysis of the student work sample, you will develop a lesson plan for an entire class.

**Timeline:** This is an out-of-class assignment and you have two weeks to complete the task.

**Resources:** If you use additional resources, you must cite these resources on a separate page of the written assignment.

**Part I: Analysis of Student Work**

For this task, you will:

- A. Analyze the problem the students performance task and identify the subject matter knowledge and skills required in order to complete it;
- B. Analyze the student work and then write about the strengths and weaknesses you see in the student work;
- C. Provide written feedback to the student;
- D. Reflect on and discuss (in writing) what more you feel you need to know about the students and their prior knowledge in order to be able to better plan instruction

**Format:** 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.

**Part II: Lesson Plan**

Based on your analysis of the student work, write a lesson plan (for the whole class) 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. Type your response in the column titled "candidate response and rationale". Also be sure to provide a rationale for your response to the prompt.

**Format:** You should type your responses directly into the template in 12-point New Times Roman font. The boxes within the lesson plan template will expand as you type. Do not exceed 6 pages total for your lesson plan.

**Lesson Plan Template**

| Component              | Prompt   | Candidate Response and Rationale |
|------------------------|--|----------------------------------|
| 1. <b>Goal(s)</b>      | Write your goal(s) for this lesson. The goal(s) should be tied to the State of Connecticut Curriculum Frameworks. (Refer to <a href="http://www.state.ct.us/sde/dtl/curriculum/currkey3.htm">http://www.state.ct.us/sde/dtl/curriculum/currkey3.htm</a> )          |                                  |
| 2. <b>Objective(s)</b> | The objective(s) must be written as behavioral objectives and must clearly state what you expect your students to know and be able to do at the conclusion of the lesson.  |                                  |
| 3. <b>Materials</b>    | List all the materials you will use to teach the lesson. Include all books, handouts, overhead transparencies, workbooks, etc.   |                                  |
| 4. <b>Methods</b>      | List what you and the students will be doing in sequence (from start of lesson development to end), but do not script anticipated dialogue. Clearly label what the teacher is doing and what the students are doing in the activities.                             |                                  |
| 5. <b>Closure</b>      | Describe how the lesson will be brought to closure.  |                                  |
| 6. <b>Assessment</b>   | Describe how you will assess whether the objectives of the lesson were met. Attach a copy of any assessments or materials you create for this lesson (e.g., graphic organizers, worksheets, tests, activity guides, quizzes, essay questions, lab outlines, etc.). |                                  |

### 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 Performance Assessment   | Knowledge and Skill Area   |
|---|---|--|
| To assess candidate knowledge of subject matter.                          | Analyze the problem represented in student's performance task and identify the subject matter knowledge and skills required in order to complete it.  | Knowledge of content relative to a particular problem or task.   |
| To assess candidate analysis of student work.                             | <p>Analyze the student work and then write about the strengths and weaknesses you see in the student work;</p> <p>Provide written feedback to the student;</p> <p>Reflect on and discuss (in writing) what more you feel you need to know about the students and their prior knowledge in order to be able to better plan instruction</p> | <p>Ability to assess student performance within a content area.</p> <p>Ability to provide students accurate and developmentally appropriate feedback.</p> <p>Ability to reflect on student performance.</p>          |
| To assess candidates knowledge of pedagogy (ability to plan instruction). | <p>Design a lesson plan including:</p> <ul style="list-style-type: none"> <li>Goal(s)</li> <li>Objective(s)</li> <li>Materials</li> <li>Methods</li> <li>Closure</li> <li>Assessment</li> </ul> <p>Provide a rationale for selecting and designing the lesson plan components.</p>  | <p>Ability to plan a developmentally appropriate lesson.</p> <p>Knowledge of content relevant instructional strategies.</p> <p>Knowledge of assessment strategies.</p> <p>Reflection on instructional decisions.</p> |