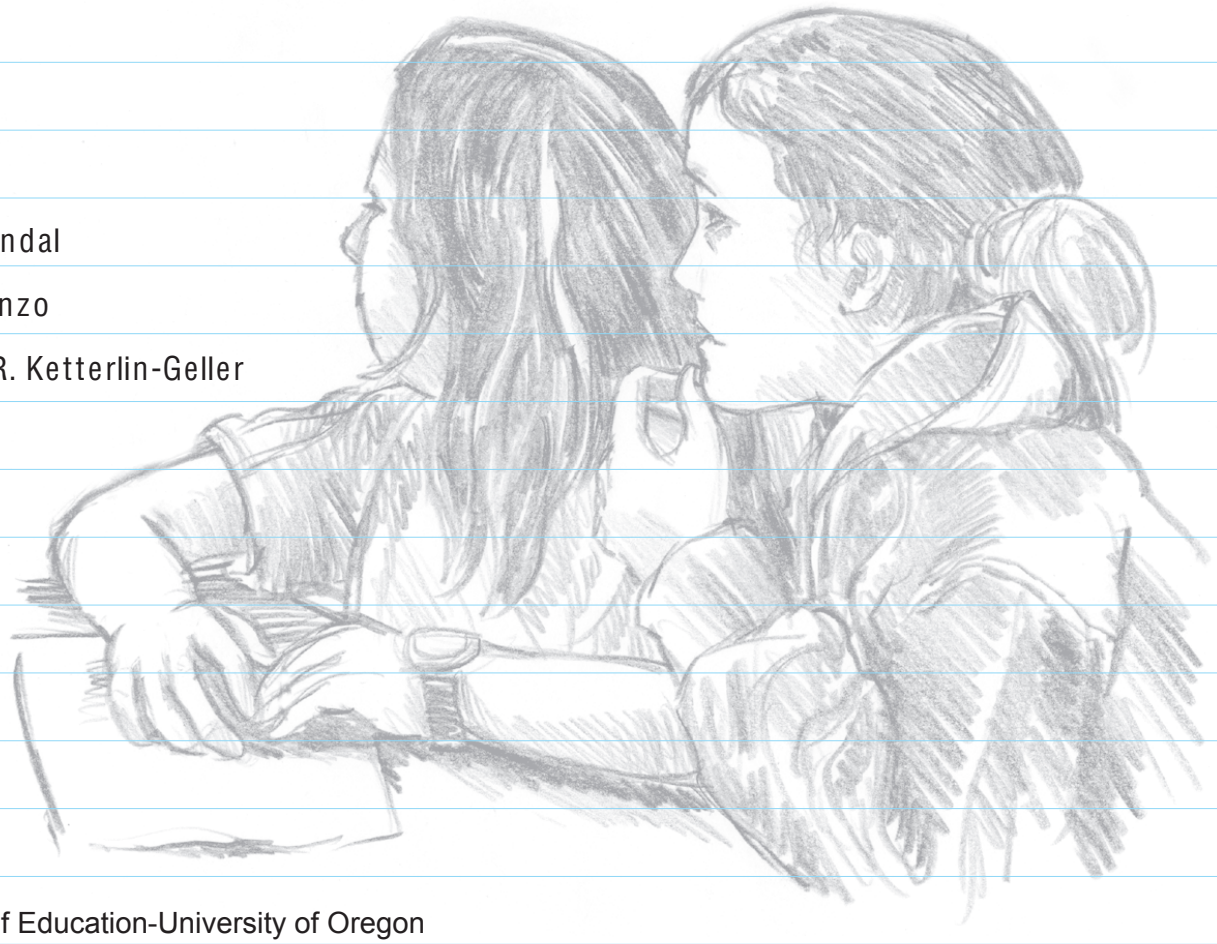
BRT Behavioral Research & Teaching

Concept-Based Instruction

Language Arts



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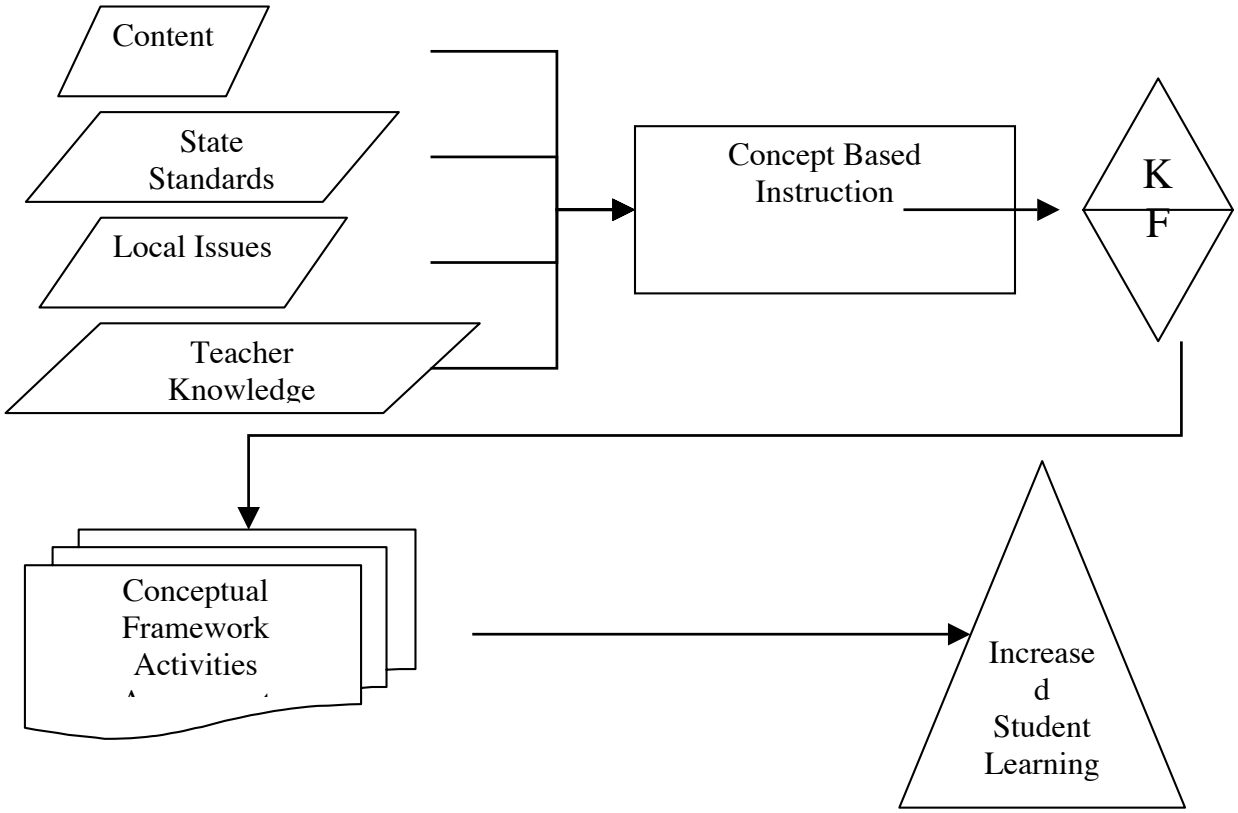
Introduction

Review of Concept-based Instruction

As our classrooms become more inclusive, the cognitive and affective variability between students increases. Reaching high academic standards within any such classroom is daunting. With all of these constraints, how do we not teach to the lowest common denominator? How can we ensure success for *all* of our students in the same learning environment without individualizing each student's educational program? How can we be both efficient and effective?

Concept-based instruction (CBI) is a model to mediate curriculum, instruction, and assessment into manageable tasks that enables teachers to make appropriate content-specific information decisions to increase student achievement. CBI is conceptualized below.



For students to make sense of the sheer mass of factual data presented in class, they need an overt and easily accessible strategy to not only organize information into a manageable framework but also link it in such a way that a meaningful connection between unique and different situations develops overtly. Cognitive psychologists have found that increasing the

structure and organization of presented material will promote proper encoding into memory storage (Baddely, 1999; Mintzes, Wandersee, & Novak, 1997), and understanding requires relational thinking skills (Bransford, Sherwood, Vye, and Rieser, 1986). Relational thinking denotes the ability of the learner to 'know what to do' and 'why to do it' and is enhanced when thinking is modeled and activated within an intellectual context (Niedelman, 1991). Such intellectual contexts occur when information is organized so that it clearly reflects the "richness of connections between units of knowledge" (Chi & Koeske, 1983). Overtly organizing and linking information into meaningful units allows for greater amounts of material to be recalled and understood (National Research Council, 2000; Baddely, 1999).

Design

Concepts provide the bridge to acquiring relational thinking skills by serving as anchors for the cognitive structure. Attributes are critical to conceptual learning in that they represent the rules students use to categorize and distinguish examples from non-examples. Explicitly specifying the attributes is critical to provide students with the organizational rules that enable them to apply information and knowledge to new circumstances, settings, places, events, and eras. For example, a river is an example of a social studies concept that transcends time and place. Its attributes are: (a) a large natural stream of water, (b) flows from higher to lower elevation, and (c) empties into another body of water. Often, the tendency is to jump from the concept label, in this case "river" to specific examples, such as the Nile or Mississippi. A non-example is a creek. Though it consists of two attributes of river, as defined here, conceptually it is not a large body of water. Attributes help to avoid misrules in learning by providing a fundamental link that is constant across virtually all examples of the concept (Tindal, Nolet, & Blake, 1992).

Delivery

CBI uses graphic organizers (GOs) as a visual and organizational representation of knowledge forms to communicate relationships between concepts (Tukey, 1990), rather than requiring students to use cognitive resources that they may not possess to extract relationships from text (Robinson, 1998). GOs provide students with a meaningful conceptual framework from which they can activate their prior knowledge to create new schema in learning material (Ausebel, 1968). GOs improve comprehension by activating prior knowledge better and faster than text itself (Dunston, 1992).

Assessment

Research has repeatedly shown that students with disabilities, non-identified low achieving students, and students at-risk of academic failure do not succeed in factually based assessments (Schulte, Villwock, Whichard, & Stallings, 2001, Prater, XXX), yet these are the most prominent types of assessments used. CBI uses assessments that support the development of critical thinking skills by requiring learners to first acquire and control factual information as a basis for manipulating information in establishing relationships between knowledge forms. The process of acquiring critical thinking skills should be viewed as a continuum of both depth and breadth of declarative content knowledge and procedural problem-solving skills (Tindal & Nolet, 1995). To reflect this continuum, assessment systems should be designed to measure improvement of and be sensitive to all performing students in inclusive general education settings.

Overview of Training Module

This training module is divided into five sections, each of which is designed to give you step-by-step practice in developing a concept-based instructional unit.

- **Instructional Planning and Curriculum Analysis:** How do you figure out what concepts you want students to learn in a given unit? What sort of issues do you need to consider in your planning to make your teaching effective?
- **Instructional Delivery:** How do you design your curriculum to ensure that it is accessible to as wide a range of students as possible? What modifications and graphic organizers make most sense to use—and when does it make most sense to present them—in a particular unit?
- **Independent Activity:** How do you design activities for students to complete independently which help them learn to apply the concepts presented in a particular unit to other situations?
- **Assessment:** How do you design and implement assessments in a way that provides you with feedback you can use to evaluate and improve both student learning and your own instruction?
- **Teacher Reflection:** What sort of questions should you ask yourself at the end of each unit to allow you to continue to improve as a teacher?

Each section first provides you with information about that particular facet of teaching, then presents an in-class practice exercise designed to clarify the concepts and activities you will be using to organize your thoughts in that particular area. Each section concludes with a homework assignment which will allow you to apply concept-based instruction to a unit or units of your own choosing.

After completing this training module, you will be proficient with the process of designing, delivering, and assessing content material conceptually, thus ensuring that *all* students in your classes have been presented information in a way that makes the important concepts in your curriculum transparent. Your curriculum will be aligned with the state standards, and you will have additional resources to enhance your lessons. Finally, you will be proficient in designing and using assessment measures that will inform your teaching and track students' learning to allow for better instructional decision-making.

Section 1:
Instructional Planning and Curriculum Analysis

CLASSROOM EXAMPLE

Key Issues

Concepts and Attributes
Semester Planning
Unit Planning
Review Strategies
Note Taking Strategies
Curriculum Resources
Student Background and Skill
Student Motivation

Curriculum Material

Textbook Reference

Beatty, J. N. (1994). Biography of Frederick Douglass (pp 407-416). Evanston, IL: McDougal-Littel and Co.

Chapter Summary

This short biography of Frederick Douglass covers his entire life from his birth into slavery through his escape to freedom and eventual rise to a position of respect and power in the United States. The story describes how he grew up with various owners who mistreated him and how he eventually learned to read and participate in important gatherings. Eventually, he was hired out, working different jobs, which allowed him more freedom to move about. He took advantage of this opportunity and jumped a train to Philadelphia, where he gained his freedom. Douglass continued to work difficult jobs and to learn to read. He began attending anti-slavery rallies and at one of them stood up to speak. He and others in attendance quickly realized how skilled he was at public speaking.

His attention then turned to presenting abolitionist speeches throughout the country, where he often was met with opposition. His life is described at this point as fiercely driven to right the wrongs of slavery at all costs. In his prime years, he established a newspaper from which he could deliver his views. With the outbreak of the Civil War, he urged black men to enlist in the army of the north and fight for their freedom. With Lincoln's presidency, he continued to rise to a position of power, becoming a voice that was heard by the president.

Frederick Douglass

J.A. Rogers

Ex-Slave Who Rose to Be a Mighty Champion of Freedom (1817 - 1895)

Frederick Douglass was not only one of the greatest Americans, colored or white, but he was one of the most inspiring figures in the entire history of the human race. Plutarch contains no figure of more heroic proportions.

None of America's most famous white men had as hard a time as he. None of them came up from such depths of degradation and seeming hopelessness. Lincoln with all his immense difficulties was at least born free, and there was never any law against his learning to read or acquiring an education as there was against Douglass, whose social status until he was past twenty-three was that of an ox or a mule. He had to win his freedom, a very formidable task, before he could reach even near to where Lincoln started. Had he been born white with such great natural gifts as he possessed, what further heights might he not have reached?

No child living in any civilized or semi-civilized country today can encounter the handicaps Douglass faced. Born in one of the darkest periods of slavery on an estate owned by Colonel Lloyd in Talbot County, Maryland, his life was one of extreme hardship from the beginning. Hunger, as he said, was his constant companion. His share of corn mush, which a dozen children ate like pigs out of a trough on the kitchen floor, was so scant that he was pinched with hunger. He used to run races against the cat and the dog to reach the bones that were tossed out of the window or to snap up the crumbs that fell under the table. He never tasted white bread, and the great desire of his childhood was to have one of those hot biscuits that were taken to his master's table every day. He suffered intensely from the cold, his only garment, summer and winter being a long shirt. He had neither shoes nor hat.

While a baby, he was taken away from his mother and put under his grandmother's care. Later he was passed on to his Aunt Katy, who treated him badly. So did the poor whites, among whom he lived. They were ignorant and cruel and would take out on the slaves their spite against the upper-class whites.

As for his mother, Harriet, she loved him, but she was a slave on a plantation twelve long miles away. To get a glimpse of her little boy, she sometimes stole away after the day's labor and hurried so as to get back in time for work at sunrise. She died when he was eight years old.

At the age of ten, when life seemed gloomiest, relief came. He was sent to live with the Auld family, relatives of the manager of the plantation. Mrs. Auld, who was rather tenderhearted, took a fancy to him. She gave him his first pair of trousers and made him the playmate of her little son, Thomas. Instead of the damp dirt floor of a cabin, he now had carpets to walk on.

"Teach him to read and you'll unfit him to be a slave."

The boy's great ambition was to learn to read, and he begged Mrs. Auld to teach him. Not knowing that she was breaking a state law, she gladly complied. But one day she told her husband, who scolded her sharply and forbade any more lessons.

"Teach him to read," shouted Auld wrathfully, "and you'll unfit him to be a slave. Learning will spoil the best slave in the world. He should know nothing but the will of his master and learn to obey that. The next thing you know he'll be wanting to write, and then he'll be running away with himself."

Auld's order almost broke the heart of the young slave. But it was a turning point in his life. It made him realize, as nothing else could have, the value of education. He made this solemn vow: "Knowledge I mean to have."

Thereafter, anything with print on it became precious to him. He treasured bits of old newspapers as others do bank notes. How he envied all those who had access to books!

From these bits of paper he spelled out the words as best he could, while hiding. Sometimes he used cunning to get his white playmates to help him. Whenever Mrs. Auld caught him, she would snatch away the book or paper, stamping and storming "in the utmost fury." But he did not give up, and after three years of this catch-as-catch can method he could read.

He learned to write in a manner no less ingenious. While firing a boiler in a Baltimore shipyard he saw that the carpenters marked letters on the timber according to the part of the ship for which it was intended. Starboard pieces would be marked "S", larboard "L", and so on.

Between shovelfuls of coal he would copy the letters on any available material, and later to learn their names, would challenge white boys to see who could make a similar letter the most accurately.

"With my playmates for my teachers," he said, "fences and pavements for my copybooks, and chalk for my pen and ink, I soon learned to write. Appropriating used copybooks, he copied the lessons in margins and empty spaces. At night, in the kitchen loft, with a flour barrel as a desk, he copied for the Bible and the hymn book, running the risk of being soundly thrashed if caught. Lincoln's solitary struggles to educate himself, arduous as they were, were easy compared to those of Douglass.

An important event in the life of young Douglass was the secret purchase of a *Columbian Orator* with money earned by shining shoes. Over and over again he read the mighty orations of Pitt, Fox, and Burke until his ambition flamed at white heat.

About this time an event occurred which brought what seemed to him the crowning humiliation of his wretched life. His master, Colonel Lloyd, died, and he was sent for to be evaluated with the rest of the estate. He in whom such noble thoughts burned, to be treated like one of the cattle on the estate!

His new master, Captain Tomas Auld, to make matters worse, was selfish, brutal, and very religious. His piety did not prevent him from going among the slaves during their prayer meetings and showering blows on them.

Auld's wife was not only unkind but stingy. she gave the slaves barely enough food to keep them alive. To make sure that they would steal none, she kept the key to the meat house in her pocket. Douglass says, "Bread and meat were moldering in there while I was famishing."

Driven by hunger, the young slave would sneak away to friends on a nearby estate for something to eat. For this he would be severely beaten. He did not conceal his resentment after is floggings, which led Auld to decide that he needed breaking in. Accordingly, he sent him to Covey, a poor renter, to whom masters sent their stubborn slaves to have the spirit beaten out of them.

Douglass went not unwillingly, expecting at least that he would get a square meal now and then. Covey was a round-shouldered, bull-necked man, above middle height, ferocious and strong, and with a thin, wolfish face. At once he put Douglass to doing fieldwork. Three days later, on some pretext, he beat Douglass so severely that his back was a mass of wounds.

A few days later he again beat him savagely because a team of unbroken oxen Douglass was driving crashed into a gate. Thereafter, overwork and the lash were Douglass's daily lot. As for study, that was out of the question. The dark night of slavery had closed in on him-he was at the level of the brute creation.

Longingly he would watch the ships sailing by, bound for free lands, and wish he were on them. Only his burning resolution to escape at the first opportunity kept him alive.

In spite of the cruelty he suffered, his spirit remained unbroken. One day Covey in a greater fit of anger than ever, seized him by the leg to tie him up in order to beat him, and he pushed Covey away. The latter's cousin, Hughes, came rushing up to help Covey, but Douglass, with his six feet of brawn, charged Hughes and sent him flying, then, regardless of the consequences, turned on Covey and game him the thrashing of his life.

To strike a master meant death, but after what he was experiencing, even death seemed welcome. However, to his great surprise, nothing came of the affair. Covey knowing that it would hurt both his reputation and his income if the story were known, said nothing. He never tried to beat Douglass again.

Six months later Douglass was hired out to a less brutal master, but, still untamed, he incited his fellow slaved to revolt, for which he was tied to a horse and dragged fifteen miles to jail where, after several weeks, he was released. He was released at Auld's request.

He was then sent to a shipyard to lean caulking. His orders were to obey all the carpenters, who would send him on dozens of errands, kicking and beating him when they considered he did not move fast enough. On one occasion he was knocked down and kicked in the eye, a result of which he could not see for days.

Someone shouted, "Kill him. Knock his brains out."

Another time, four of his tormenters jumped on him at once. "Dear reader," says Douglass in his autobiography, "you can hardly believe this statement, but it is true, and therefore I write it down: no fewer than fifty men stood by and saw the brutal and shameful outrage, and that one's face was beaten and battered most horribly, and no one said 'That's enough.' but someone shouted 'Kill him. Knock his brains out.' " After this, Auld took him away from the shipyard, not out of sympathy, but because his property was being damaged

Douglass was now allowed to hire himself out with orders to turn over his wages each Saturday. Able to move about now with much more freedom, he began to plan his escape. If only he could reach Philadelphia, only ninety miles away! But how was he to get there? The regulations on the railroads and steamships were so strict regarding Negroes that it was difficult for even a free one to buy a ticket. To get one he would have to show his "free" papers to the ticket agent.

Douglass at last got a hold of a sailor's uniform and passport. To avoid buying a ticket he waited until the train had started and then caught it. He had taken the further precaution of learning sea lingo and imitating a sailor's walk. However, the description on the passport was that of one much darker than he. Fortunately for him, the conductor merely glanced at it. Then another thought worried him: suppose some white man who knew him should be on the train. This was just what happened. There were two such: one a German ship carpenter with whom he had once worked and another with whom he had talked only two days before. Both, however, to his great relief, made no move to betray him.

The next day he arrived in New York. But he was not yet free. There was the Fugitive Slave law. Slave masters had Negro spies in the North to report runaways, and the judges, who received ten dollars a head for each slave returned to the South, readily issued orders returning them there.

He found work shoveling coal. He was now twenty-one, and hoping to find work at his trade, he went to the shipyards In New Bedford, Massachusetts: but color prejudice was very strong in the North, and he was forced to take a job blowing the bellows in a foundry.

The bellows was to be pumped continuously in order to keep the furnace at heat that would make the metal run. Since this was purely mechanical, he was determined to use the time to better his education, and nailing a newspaper or other printed matter to a post, he would read as he worked the bellows.

Up to now he had no surname. He had been known only as Frederick. He now decided to call himself Douglass after the hero of Walter Scott's *Marmion*. He also married a freedwoman, Anna Murray.

With freedom he had an increasing desire to help those still in slavery. This determination grew as he read *The Liberator,* published by William Lloyd Garrison, the famous abolitionist, whose motto was, "Color prejudice is rebellion against God."

His opportunity came three years later. He was attending an antislavery meeting in Nantucket when someone said an escaped slave was present. His name was called and shouts came back for him to speak.

Douglass got up in great confusion. He had never spoken in public before. His first words were stammering, but soon his nervousness was lost in his tale and he was pouring out a story such an antislavery audience had never heard before. His force and fervor held everyone present spellbound.

When he was finished, there was a rush to him. Parker Pillsbury, who was present, says "The crowded congregation had been wrought up almost to enchantment as he turned over the terrible apocalypse of his experience in slavery."

Emotion fairly boiled over when Garrison arose and thundered. "What I want to know is: Have we been listening to a thing, a piece of property, or a man?"

"A man! A man!" shouted the audience.

"Shall such a man be sent back to slavery from the soil of Old Massachusetts?" demanded Garrison, swept away by the storm of enthusiasm. "No, a thousand times, no! Sooner let the lightnings of heaven blast Bunker Hill monument until not one stone be left on another."

The abolitionists, quick to realize the worth of this escaped slave, engaged him on the spot. What better than to have a slave of such intelligence and commanding personality and conviction to plead the cause of his own people!

Douglass took the field, and at once it became clear that a newer, greater, and more relentless foe than ever before had arisen against slavery. Across the Northern states he thundered. Raging mobs attacked him in Faeuil Hall, Boston, and at Harrisburg, Pennsylvania. At Richmond, Indiana, he was rotten-egged. But everywhere he showed the spirit he had shown against Covey, the slave killer. At Pendleton, Indiana, when a mob tore down the platform on which he was speaking, he fought back until his arm was broken and he was beaten into unconsciousness; but the same night, with his arm in a sling, he was again on the platform. During the Draft Riots in New York, when the greatest massacre of Negroes probably known in American history occurred, he faced frenzied white mobs with the same courage.

As for Jim Crow in the North, he never yielded to it. When the conductor of a train in Massachusetts wanted to send him to the Jim Crow section, he refused. The conductor sent for the train hands to oust him, but he held onto the seat so firmly that it came loose and he was thrown off the train still holding it.

One winter night while on a steamboat plying between Boston and New York, he was shut out on deck, although entitled to a berth. A compassionate white steward, wanting to admit him, hintingly said, “You’re an Indian, aren’t you?” “No,” replied Douglass resolutely, “only a damned nigger.”

His courage was as firm as the pigment in his skin

Everywhere his courage was as firm as the pigment in his skin, though he was constantly running the risk of being caught and returned to his master in the South. At first he used a false name and gave a wrong place of birth, but when the proslavery faction denounced him as a fraud, he boldly published his autobiography with full details.

His book had a wide sale and put the slavers on his track. He fled to England, where he had long been wanting to go to carry on the fight. On the way over however, his zeal almost cost him his life. An antislavery speech he made aboard the ship so incensed a party of Southerners that they tried to throw him overboard and might have succeeded had not members of the crew and other passengers interfered. This dastardly attack on the high seas brought him immense publicity in England, and world-famed figures such as Cobden, Brougham, Peel, and Disraeli invited him to their homes.

He was offered a home in England, but true to his resolve, he declined. "America," he said, "is my home and there I mean to spend my life and be spent in the cause of my outraged brethren." His English friends thereupon gave him $20,000, of which $750 was to purchase his freedom and the remainder to found a newspaper.

His liberty now purchased, Douglass went to Rochester, New York, and started his paper. *The North Star*, later *Fredrick Douglass Paper*, through which he fought for not only the emancipation of the slaves but full equality for Negroes. In this he was opposed by many of the abolitionists, who felt that in their attack on slavery they had a big enough fight. He says, "They did not want a Negro newspaper and even the Negroes ridiculed me." Undismayed, however, he persisted. Later, Rochester was to be very proud of him.

On the lecture platform he worked closely with the white abolitionists, especially Wendell Phillips, Theodore Tilton, and John Brown. When the last begged him to join in his raid on Harper's Ferry, however, he refused. He saw the futility of the attempt and wisely decided that his life could be used better advantage than in a quixotic attempt.

In spite of this, he found himself involved. His name was found among John Brown's papers, and to avoid arrest, he fled to Canada and then again to England. What he feared most was not implication in the raid but disclosure of his activities as a stationmaster on the Underground Railway, a system of freeing slaves by aiding their escape from the South and smuggling them into Canada.

In England he was received with even greater acclaim, but his head was in America and he longed to return. Then sentiment in the North swung in favor of John Brown. The latter was no longer "a traitor and a fanatic" but a martyr, a hero. Douglass, feeling that he would be safe, returned and , when the Civil War broke out, threw all his energies into it. His slogan was "Union and Emancipation; Abolition or Destruction."

Consistent with his policy of equality, he demanded that colored men should be used as soldiers and not merely is servants and laborers. Northern color prejudice opposed him, and Lincoln, whose declared goal was to save the Union even if it were necessary to retain slavery and color discrimination to do so, obeyed the popular will. But Douglass went on fighting for the use of Negro soldiers until the need for men became so urgent that the Union Army had no use of them. Lincoln later admitted, no less than four times, that the Negroes furnished the balance of power which decided the conflict in favor of the North. . . .

With colored soldiers now in the Army, Douglass's next task was to see that they were fairly treated. The South was hanging all colored prisoners. As Horace Greeley said, "Every black soldier now goes to battle with a halter about his neck." Douglass insisted that the North should retaliate on such occasions. He demanded equal pay for the colored soldier with the white, and the same opportunity for promotion.

He fought stubbornly and went often to the White House. At first Lincoln regarded him as a pest. Later, when the Negro soldiers proved their worth, Lincoln learned to appreciate him, and in the darkest moments of the conflict, sent for him to ask his advice.

In spite of this, an attempt was made to bar him from Lincoln's second inaugural ceremony on account of color. Fairbank, a white man who was present, relates the episode thus: ""Douglass was stopped at the door. 'Hold on you can't go in,' someone said. Another interposed and said: 'This is Frederick Douglass.' Douglass replied for himself:

I don't want to go in as Frederick Douglass, but as a citizen of the United States.'"

At this point Lincoln, noticing the trouble, came over, and with his long arms outstretched over the heads of the crowd, said, "How do you do, Frederick? Come right in!"

Lincoln wanted to know what Douglass thought of his inaugural speech. "Mr. Lincoln," replied Douglass, "I must not detain you with my poor opinion. There are a thousand waiting to shake your hand."

"No, no!" insisted Lincoln, "you must stop a little. There's no man in the country whose opinion I value more than yours. I want to know what you think of it."

"Mr. Lincoln," responded Douglass, "that was a sacred effort."

With the Civil War won, Douglass's next fight was to have the freedmen made citizens.

Concepts, Attributes, Examples, and Non-Examples

The concept presented throughout this unit is Biography, which also includes Autobiography in some of the activities for students. Within the quarter, biographies of Frederick Douglass, Helen Keller and the Elephant Man are used to teach the concept. The attributes that support and define this concept are (a) personal characteristics, (b) social conditions, and (c) defining moments. Each attribute is thoroughly described below.

> ***Biographies*** *describe how the* ***social conditions*** *of a time period combine with an individual's* ***personal characteristics*** *to become* ***defining moments*** *for that person's life within a historical time frame.*

Social conditions: Words that describe setting, customs, daily events and interactions, and general living conditions in a time of history. Non-examples include descriptions of a

person and historical events which don't include descriptions of people (e.g., dates of inventions, names of battles and wars, lists of publications, etc).

Personal characteristics: Words that describe a person (specifically or generally) — his/her behavior; personality, temperament, and tendencies; experiences, and predilections. Non-examples include descriptions of others (not the person) and lists of events and objects.

Defining moments: Descriptions of unusual or episodic events that happened with a person in a specific social context (condition)—vignettes of interactions and reactions of a person within the social condition. A non-example would be a description of routine events unattached to social conditions or personal characteristics.

CONCEPT EXAMPLE: BIOGRAPHY

Concept	*Attributes*	*Examples /Non Examples*
Biography	Personal Characteristics	Example: Personality, dress, looks, behavior Non-example: Where and how a person lives
	Social Conditions	Example: Economic times, political forces, societal norms, environmental conditions, institutional policies Non-example: Personal beliefs, individual achievements
	Defining Moments	Example: Significant events, pivotal moments, strong memories Non-example: Everyday events, usual happenings

In the actual story, several examples of each attribute occur.

Social conditions can be defined with the following descriptions from the text:

• There was never any law against his [Lincoln] learning to read or acquiring an education as there was against Douglass.

• [His poor white owners] were ignorant and cruel and would take out on the slaves their spite against the upper-class whites.

• His life was one of extreme hardship from the beginning.

• He used to run races against the cat and the dog to reach the bones that were tossed out of the window.

Personal characteristics can be defined with the following descriptions from the text:

• Douglass was persistent in his attempts to learn to read. "He treasured bits of old newspapers as others do bank notes…From these bits of paper he spelled out the words as best he could, while hiding. Sometimes he used cunning to get his white playmates to help him."

Defining moments can be illustrated with the following descriptions from the text:

• "Teach him to read," shouted Auld wrathfully, "and you'll unfit him to be a slave…" Auld's order almost broke the heart of the young slave. But it was a turning point in his life. It made him realize, as nothing else could have, the value of education.

• "His first words were stammering, but soon his nervousness was lost in his tale and he was pouring out a story such an antislavery audience had never heard before. His force and fervor held everyone present spellbound."

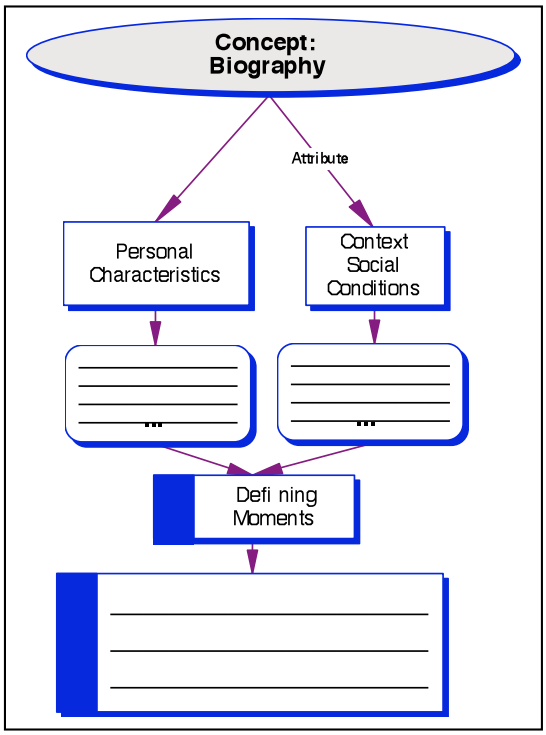
To make meaningful comparisons among people about whom biographies are written, something other than the content of a person's life story needs to be considered. Otherwise, in

the typical compare and contrast model, two (or more) individuals are simply summarized and juxtaposed, and information is listed with no specific higher order purpose. For example, in the assessment described later in this unit, the life of Malcolm X is compared to that of Frederick Douglass, with the three attributes used to highlight several critical similarities that unfortunately are stronger than their differences even though the two men lived 100 years apart. In this comparison, it becomes quite obvious that social conditions are still unjust and racist in the United States long after the famous Lincoln Douglas debates.

Teacher Collaboration and Support for Students with Special Needs

For a number of reasons, teachers should collaborate in developing concept-based instructional units. First, it takes considerable time to develop them, requiring teachers to analyze curriculum, develop attributes, organize examples, and consider various instructional tactics. Second, they foster a common language for teachers to share both their own teaching emphasis as well as student learning. Third, they provide a built-in support system applicable for the full range of students: concept-based instruction works particularly well for those with special needs (both those with reading difficulties and those with talents). Yet, even with a common language, students may need specific accommodations to access the lesson. If the unit is ostensibly about biographies, then reading need not be essential, and students who are very dysfluent in reading should still be able to participate. This statement should not be taken as an endorsement that learning to read is not important. Rather, it is meant simply to emphasize an important distinction: learning to read fluently versus reading to understand content. With a concept-based unit, the focus is learning not only about specific individuals but about the process of studying individuals. Collaboration between teachers helps ensure that more students benefit from CBI.

Several accommodations may be needed to ensure that all students learn the concept of biography, even students who cannot read proficiently. Following are five specific examples of accommodations, though many more possibilities could be developed.



1. Reading the text aloud in a large group, using a graphic organizer note-taking form.
2. Using a word/phrase sorting task with important words listed along with the graphic organizer.
3. Having another student complete the graphic organizer and sharing it with low-achieving students.
4. Underlining words in the text that should be sorted into parts and having the student copy them.
5. Having the student present the words to a scribe.

The basic shape of the lesson is one of model-lead-test in which teachers actively shape the phases of instruction. This kind of planning

allows any number of activities to be embedded within these three phases.

Ideally, the lesson has an advance organizer at the core of the instructional plan (see Ausabul, 1968, for the initial presentation of this component). An advance organizer provides an overview of the entire lesson, the direction to be taken, and the content to be addressed. With concept-based instruction, the concept map is the most obvious and easy way to present an advance organizer.

Several researchers have completed studies in this area, referring to advance organizers as concept maps, graphic organizers, mind maps, and webbing. The findings from most of these studies are that advance organizers are effective in helping students organize information.

This graphic could be displayed as a recurring cause-effect sequence in which personal characteristics and social conditions lead to defining moments that, in turn, modify personal characteristics and social conditions. In this rendering, it might be possible to consider defining moments which are both internal (to the person) and external (to society).

State Standards Alignment

The curriculum unit presented here aligns with the Oregon State Benchmarks in English Literature.

Common Curriculum Goal	**Content Standard**	**Benchmark Level: CIM/CAM**	**Rationale for Including**
Read a variety of literary forms of varying complexity from a variety of cultures and time periods.	Read a variety of selections and recognize distinguishing characteristics of various literary forms.	Identify characteristics of given passages, e.g., autobiography: true story of a person's life told by that person.	This unit provides students with explicit instruction and practice in the distinguishing characteristics of biographies and autobiographies.

Additional Resources

Listed below are resources related to the content of this instructional unit.

Site	Comments
http://sites.unc.edu/~andrews/	Wisconsin site that "promotes autobiography studies for a multidisciplinary, multicultural, and international audience" with extensive publication of original materials.
http://www.assd.winnipeg.mb.ca/infozone/index.htm	Source for accessing information that can be used in writing (auto)biographies with extensive links to six topical components: wondering, seeking, choosing, connecting, producing, and judging.
http://educationworld-asap.com/info/com.eduworld_eduw_lesson185_000883.html?se=ink	The source link provides extensive educational supports with the sub-link focused on biography resources (including how to teach and other links).
http://www.kent.wednet.edu/KSD/KR/LANGARTS/biography.html	Provides extensive commercial links dealing with biography resources (all purpose as well as categorically organized).
http://www.ups.edu/CWL/wcbooklist.htm	A bibliography of reference books for improving one's writing. Contains handbooks, dictionaries, and various style manuals.
http://www.doe.state.de.us/Standards/English/ELA_Standards.html	This website of the Delaware Dept. of Education summarizes the state's content standards in English and gives explicit lesson plans that incorporate state standards.
http://www.ode.state.or.us/asmt/pstdseng.htm	Oregon State's content standards in English. Benchmarks for grades 3-10
http://www.ncte.org/standards/standards.shtml	Twelve content standards for the English Language Arts as developed by the National Council of Teachers of English.
http://biography.com	A very comprehensive site of thousands of biographies. A People Magazine approach with TV, classroom, magazine, and games.

In-Class Practice Exercise

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account prior to instruction. Consider actions you will need to take when planning this unit.

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Curriculum Material

Textbook Reference

Stories by O. Henry (William Sydney Porter): Memoirs of a Yellow Dog

Content Chapter

Read the following short story.

Memoirs of A Yellow Dog

I don't suppose it will knock any of you people off your perch to read a contribution from an animal. Mr. Kipling and a good many others have demonstrated the fact that animals can express themselves in remunerative English, and no magazine goes to press nowadays. without an animal story in it, except the old-style monthlies that are still running pictures of Bryan and the Mont Pel& honor.

But you needn't look for any stuck-up literature in my piece, such as Bearoo, the bear, and Snakoo, the snake, and Tammanoo, the tiger, talk in the jungle books. A yellow dog that's spent most of his life in a cheap New York flat, sleeping in a corner on an old sateen underskirt (the one she spilled port wine on at the Lady Longshoremen's banquet), mustn't be expected to perform any tricks with the art of speech.

I was born a yellow pup; date, locality, pedigree and weight unknown. The first thing I can recollect, an old woman had me in a basket at Broadway and Twenty-third trying to sell me to a fat lady. Old Mother Hubbard was boosting me to beat the band as a genuine Pomeranian-Hambletonian-Red-Irish-Cochin.china-stokepoges fox terrier. The fat lady chased a V around among the samples of grosgrain flannelette in her shopping bag till she cornered it, and gave up. From that moment I was a pet—a mamma's own wootsey squidlums. Say, gentle reader, did you ever have a 200-pound woman breathing a flavor of Camembert cheese and Peau d'Espagne pick you up and wallop her nose all over you, remarking all the time in an Emma Eames tone of voice: "Oh, oo's urn oodlum, doodlum, woodlum, toodlum, bitsy-witsy skoodlums?"

From pedigreed yellow pup I grew up to be an anonymous yellow cur looking like a cross between an Angora cat and a box of lemons. But my mistress never tumbled. She thought that the two primeval pups that Noah chased into the ark were but a collateral branch of my ancestors. It took two policemen to keep her from entering me at the Madison Square Garden for the Siberian bloodhound prize.

I'll tell you about that flat. The house was the ordinary thing in New York, paved with Parisian marble in the entrance hall and cobblestones above the first floor. Our flat was three—well, not flights—climbs up. My mistress rented it unfurnished, and put in the regular things—1903 antique upholstered parlor set, oil chromo of geishas in a Harlem tea house, rubber plant and husband.

By Sirius! There was a biped I felt sorry for. He was a little man with sandy hair and whiskers a good deal like mine. Henpecked?—well, toucans and flamingoes and pelicans all had their bills in him. He wiped the dishes and listened to my mistress tell about the cheap, ragged things the lady with the squirrel-skin coat on the second floor hung out on her .line to dry. And every evening while she was getting supper she made him take me out on the end of a string for a walk.

If men knew how women pass the time when they are alone they'd never marry. Laura Lean Jibbey, peanut brittle, a little almond cream on the neck muscles, dishes unwashed, half an hour's talk with the iceman, reading a package of old letters, a couple of pickles and two bottles of malt extract, one hour peeking through a hole in the window shade into the flat across the airshaft—that's' about all there is to it. Twenty minutes before time for him to come home from work she straightens up the house, fixes her rat so it won't show, and gets out a lot of sewing for a ten-minute bluff. I led a dog's life in that flat. 'Most all day I lay there in my corner watching that fat woman kill time. I slept sometimes and had pipe dreams about being out chasing cats into basements and growling at old ladies with black mittens, as a dog was intended to do. Then she would pounce upon me with a lot of that driveling poodle palaver and kiss me on the nose—but what could I do? A dog can't chew cloves.

I began to feel sorry for Hubby, dog my cats if I didn't. We looked so much alike that people noticed it when we went out; so we shook the sweets that Morgan's cab drives down, and took to climbing the piles of last December's snow on the streets where cheap people live.

One evening when we were thus promenading, and I was trying to look like a prize St. Bernard, and the old man was trying to look like he wouldn't have murdered the first organ-grinder he heard play Mendelssohn's wedding-march, 1 looked up at him and said, in my way:

"What are you looking so sour about, you oakum trimmed lobster? She don't kiss you. You don't have to sit on her lap and listen to talk that would make the book of a musical comedy sound like the maxims of Epictitus. You ought to be thankful you're not a dog. Brace up, Benedick, and bid the blues be gone."

The matrimonial mishap looked down at me with almost canine intelligence in his face.

"Why, doggie," says he, "good doggie. You almost look like you could speak. What is it, doggie—Cats."

Cats! Could speak!

But, of course, he couldn't understand. Humans were denied the speech of animals. The only common ground of communication upon which dogs and men can get together is in fiction.

In the flat across the hall from us lived a lady with a black-and-tan terrier. Her husband strung it and took it out every evening, but he always came home cheerful and whistling. One day I touched noses with the black and-tan in the hall, and I struck him for an elucidation.

"See here, Wiggle-and-Skip," I says, "you know that it ain't the nature of a real man to play dry nurse to a dog in public. I never saw one leashed to a bow-wow yet that didn't look like he'd like to lick every other man that looked at him. But your boss comes in every day as perky and set up as an amateur prestidigitator doing the egg trick. How does he do it? Don't tell me he likes it."

"Him?" says the black-and-tan. "Why, he uses Nature's Own Remedy. He gets spifflicated. At first when we go out he's as shy as the man on the steamer who would rather play pedro when they make 'em all jack-pots. By the time we've been in eight saloons he don't care whether the thing on the end of his line is a dog or a catfish. I've lost two inches of my tail trying to sidestep those swinging doors."

The pointer I got from that terrier—vaudeville please copy—set me to thinking.

One evening about 6 o'clock my mistress ordered him to get busy and do the ozone act for Lovey. I have concealed it until now, but that is what she called me. The black-and-tan was called "Tweetness." I consider that I have the bulge on him as far as you could chase a rabbit. Still "Lovey" is something of a nomenclatural tin can on the tail of one's self-respect.

At a quiet place on a safe street I tightened the line of my custodian in front of an attractive, refined saloon. I made a dead-ahead scramble for the doors, whining like a dog in the press dispatches that lets the family know that little Alice is bogged while gathering lilies in the brook.

"Why, damn my eyes," says the old man, with a grin; "damn my eyes if the saffron-colored son of a seltzer lemonade ain't asking me in to take a drink. Lemme see—how long's it been since I saved shoe leather by keeping one foot on the footrest? I believe I'll—"

I knew I had him. Hot Scotches he took, sitting at a table. For an hour he kept the Campbells coming. I sat by his side rapping for the waiter with my tail and eating free lunch such as mamma in her flat never equaled with her homemade truck bought at a delicatessen store eight minutes before papa comes home.

When the products of Scotland were all exhausted except the rye bread the old man unwound me from the table leg and played me outside like a fisherman plays a salmon. Out there he took off my collar and threw it into the street.

"Poor doggie," says he; "good doggie. She shan't kiss you any more. 'S a darned shame. Good doggie, go away and get run over by a street car and be happy."

I refused to leave. I leaped and frisked around the old man's legs happy as a pug on a rug.

"You old flea-headed woodchuck-chaser," I said to him—' 'you moon-baying, rabbit-pointing, egg-stealing old beagle, can't you see that I don't want to leave you? Can't you see that we're both Pups in the Wood and the missis is the cruel uncle after you with the dish towel and me with the flea liniment and pink bow to tie on my tail. Why not cut that all out and be pards forever more?"

Maybe you'll say he didn't understand—maybe he didn't. But he kind of got a grip on the Hot Scotches, and stood still for a minute, thinking.

"Doggie," says he, finally, "we don't live more than a dozen lives on this earth, and very few of us live to be more than 300. If I ever see that flat any more I'm a flat, and if you do you're flatter; and that's no flattery. I'm offering 60 to 1 that Westward Ho wins out by the length of a dachshund."

There was no string, but I frolicked along with my master to the Twenty-third Street feny. And the cats on the route saw reason to give thanks that prehensile claws had been given to them.

On the Jersey side my master said to a stranger who stood eating a currant bun:

"Me and my doggie, we are bound for the Rocky Mountains.' But what pleased me most was when my old man pulled both of my ears until I howled, and said: "You common, monkey-headed, rat-tailed, sulphur-colored son of a door mat, do you know what I'm going to call you?"

I thought of "Lovey," and I whined dolefully. ''I'm going to call you 'Pete,' ~' says my master; and if I'd had five tails I couldn't have done enough wagging to do justice to the occasion.

Text Summary

Write a short summary of the preceding short story that could be used to provide developing readers with supplemental assistance to help them understand the unit.

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Concepts, Attributes, Examples, and Non-Examples

Use the following definitions, explanations, and examples to identify the concepts, attributes, examples, and non-examples from the text passage provided.

- **Concept**: a class of events, names, dates, etc. that share a common set of defining attributes or characteristics. A concept is timeless, universal, abstract and broad, and is usually represented by 1-2 words. When identifying a concept, consider why it is important that students learn this information. This will lead you to a broader vision of the topic and assist in the articulation of the concept.

- **Attribute**: essential element of a concept. Attributes help students gain a deeper understanding of the concept. Once you have identified a concept and several examples, identify the critical characteristics of the concept. To assist in this process, write a dictionary definition of the concept. What defines the concept and is consistent across all examples of the concept? These are the attributes.

CONCEPT EXAMPLE

Concept	*Attributes*	*Examples /Non Examples*
Party	Gathering of People	Example: friends, co-workers Non-example: jail inmates
	Distinct Event (particular location, specific time, etc.)	Example: Lava Lounge from 8 – 10 pm Non-example: County Courthouse from 2 – 3 pm
	Activities	Example: eating, dancing, games, talking Non-example: none
	Party Items	Example: stereo, food, decorations Non-example: none

Complete the following chart for the information presented in the short story provided.

CONCEPT DESCRIPTIONS

Concept	*Attributes*	*Examples /Non Examples*

1		
2		

* Use additional paper if needed

State Standards Alignment

Describe the alignment of this curriculum with the state standards. Refer to the Department of Education's website for an updated version of the state standards in your grade level and content area. Include as much information as is available from your state and/or content area.

Common Curriculum Goal	**Content Standard**	**Benchmark Level: _____**	**Rationale for Including**

Instructional Planning and Curriculum Analysis
Peer Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Instructional Planning and Curriculum Analysis plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
Curriculum Material	/0.5
1. Textbook citation is correctly formatted.	
Positive Comment:	
Areas for Improvement:	
2. Chapter summary is complete and accurate. Important and relevant information is included.	/0.5
Positive Comment:	
Areas for Improvement:	
Concept Analysis	/1
1. Concepts and attributes are clearly identified. Attributes are critical and important for understanding the concept.	
Positive Comment:	

Areas for Improvement:	
2. Examples and non-examples are clearly identified and reasonable. Examples help clarify the concept and attributes.	/1
Positive Comment:	
Areas for Improvement:	
State Standards Alignment	/0.5
1. Relevant information is provided relating the state standards to the unit.	
Positive Comment:	
Areas for Improvement:	
2. Curriculum is appropriately aligned with the state standards identified. Rationale for alignment is clear and reasonable.	/0.5
Positive Comment:	
Areas for Improvement:	
Additional Resources: a variety of relevant and useful resources are included.	/0.5
NOT REQUIRED FOR THE IN-CLASS PRACTICE	
Possible suggestions for sources of additional information:	
Final Comments:	
Total Points	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account prior to instruction. Consider actions you will need to take when planning this unit.

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Curriculum Material

Curriculum Material

Locate and photocopy a textbook chapter or section from your area of interest. Provide a citation using the appropriate format as specified in the latest edition of the *Publication Manual of the American Psychological Association*.

Chapter Summary

Write a narrative description of the content. Include all important information and issues presented in the material.

Content Planning Worksheet

Complete the following planning worksheet for a 2- to 3-week segment of content you plan to teach. This segment probably would correspond to a chapter in the textbook you normally

use in the class specified, but it could correspond to an entire unit in the textbook, or a few chapters taught together as a short unit, or selected parts of a chapter. However, please refer to a complete segment rather than a specific lesson or set of lessons. For example, if you generally give a test about every two or three weeks (or three or four times a quarter), think of all the material you teach between each test.

Content Planning Worksheet

Specific Directions
CONCEPTS
Please use this definition of concept:

- *Concepts are specific words or short phrases that refer to classes of objects or events that share some common defining attributes.*
- *Concepts involve three parts: a label, key attributes, and a range of examples.*

1. Identify the key *concepts* that you consider ***critical*** for understanding the content you plan to teach during the three-week interval indicated. Learning these concepts would, in your opinion, make the difference between mastery and nonmastery of the material you will cover.

   List as many concepts as you feel are important, **up to ten**. Concepts you might target could include terms such as "epic," "voice," "sonnets," or "theme." However, *specific examples* of concepts would not be applicable. For example, the concept "epoch" might be exemplified by "ancient Greece," "ancient Rome," or "the Middle Ages." These examples would not qualify as concepts according to the definition used here.

2. List one or two key defining *attributes* for each concept. These attributes would enable discrimination between what is and is not an example of the concept.

3. Provide 2 or 3 *examples* of each concept AND when possible or applicable also include non-examples that further aid in discrimination of the critical features of the concept.

KEY CONCEPTS

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

CONCEPT DESCRIPTIONS

Concept	*Attributes*	*Examples /Non Examples*
1		

2		
3		

* Use additional paper if needed

Tindal, G., Nolet, V., & Blake, G. (1992). Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

IMPORTANT IDEAS

Please list **up to three** ideas that you believe are critical to mastery of the content you will teach. Ideas are more general than specific concepts in that they represent unifying themes or topics. Please focus on ideas contained within the context of a single unit rather than global themes or topics that cut across the entire course. For example, in a unit on fossil fuels, you might want students to understand the idea that "Use of fossil fuels results in environmental damage in the form of increased greenhouse gasses and acid precipitation." This idea would be more context-specific than the global theme, "Humans interact with their environment in a variety of ways, with both positive and negative effects," which could apply to a wide range of applications across a science curriculum.

Please frame the important ideas you want students to learn as complete sentences, not phrases.

IMPORTANT IDEAS

1. _____

_____

2. _____

_____

3. _____

_____

State Standards Alignment

Describe the alignment of this curriculum with the state standards. Refer to the Department of Education's website for an updated version of the state standards in your grade level and content area. Include as much information as is available from your state and/or content area.

Common Curriculum Goal	**Content Standard**	**Benchmark Level: _____**	**Rationale for Including**

* Use additional paper if needed.

Additional Resources

Please list additional resources related to the content of this instructional unit. State the source and provide a rationale for using this source for this unit.

Additional Resources for: _____	
Source	**Rationale for Using**

* Use additional paper if needed.

Instructional Planning and Curriculum Analysis
Evaluation Form

Your Name: _____
Name of the person whose worksheet you are evaluating: _____

Please review the Content Planning Worksheet. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	**Instructor Evaluation** (Do not write in these boxes)	**Points Earned**
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Curriculum Material		/0.5
1. Textbook citation is correctly formatted.		
Positive Comment:		
Areas for Improvement:		
2. Chapter summary is complete and accurate. Important and relevant information is included.		/0.5
Positive Comment:		
Areas for Improvement:		
Concept Analysis		/1
1. Concepts and attributes are clearly identified. Attributes are critical and important for understanding the concept.		
Positive Comment:		

Areas for Improvement:		
2. Examples and non-examples are clearly identified and reasonable. Examples help clarify the concept and attributes.		/1
Positive Comment:		
Areas for Improvement:		
State Standards Alignment		
1. Relevant information is provided relating the state standards to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Curriculum is appropriately aligned with the state standards identified. Rationale for alignment is clear and reasonable.		/0.5
Positive Comment:		
Areas for Improvement:		
Additional Resources: a variety of relevant and useful resources are included.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 2:
Instructional Delivery

CLASSROOM EXAMPLE

Key Issues

Classroom Management
Transitions
Change-ups
Directions
Examples and Demonstrations
Probing Student Knowledge
Feedback and Rejoinders
Review Techniques
Teacher-Student Discourse
Relevance and Importance to Student
Teacher Content Knowledge

Instructional Sequence

The following sequence of instructional events occurred during the presentation of this unit. Interactive teaching is illustrated by integrating critical thinking skills into the instructional sequence. Only a portion of the entire instructional sequence is represented on the videotape.

1. The unit introduction includes a personalized introduction of students' backgrounds and desires or interests: What do they want to become?
2. A Series of Events Chain is used to depict how personal characteristics interact with social conditions to create defining moments. Three sections are laid out: early life, middle life, and late life.
3. Defining moments are considered as internal (changed oneself) or external (changed others).
4. Because many students are very poor readers, the teacher uses a "round robin read aloud" to get the information and perspectives to students.
5. After reading a section, the teacher asks questions of students.
6. On occasion, the teacher relates the story to students' personal lives.
7. The lesson concludes with students set up to write their own biography.

Situating Content and Context.

The actual delivery of instruction needs to have a strong beginning that engages students from the outset. Probably the biggest mistake teachers make is assuming that students have adequate prior knowledge of the content to begin learning it and that they know how to place the

content in some context. Therefore, as a rule, it may be important to start new units with an activity that allows students an opportunity to participate immediately.

This initial phase of the lesson provides a general introduction to the concept. The teacher frames attributes and examples broadly, rather than focusing on the specific examples to be used within this particular section of the curriculum. For example, students could be surveyed to determine if they have ever met anyone who is famous (who might have a biography written about them). It's likely that no one in the class will know someone famous personally, but they all know something about a famous person (through TV, music, or magazines primarily). This line of questioning lets the teacher try to get at the reason for writing biographies: What is it that makes someone interesting enough that we would even bother to write about them? Why should we know about what these particular people did?

Explicit Instruction

We now have relatively clear data supporting the use of direct instruction. So the question is not whether to directly teach, but rather how much of instruction should be in this form and where within an instructional event it should be placed. As the lesson moves to the major concept *biography* (of 'famous' people), each concept attribute could be introduced by explaining it directly and then posing questions for the students to illustrate with examples for each attribute: What are examples of personal characteristics, social conditions, and defining moments? In this sequence, I begin with personal characteristics, then move to social conditions, and finally, focus on defining moments.

1. Students could be asked to describe the personal characteristics of someone they think should have a biography written about them. *What kinds of questions would you need to ask of them or about them?*
2. Students could then be asked to describe the social conditions in this person's life that were present as he/she grew up. *What kind of information would need to be gathered about this particular time and setting?*
3. Finally, they could be asked to describe how these personal characteristics and social conditions lead to defining moments. *This could be extended inward (for that person, as will be done with Frederick Douglass) or outward (in terms of the impact of the social conditions).*

Through defining the attributes, examples, and non-examples of biographies, this particular genre would be distinguished from routine newspaper writing, obituaries, or autobiographies, though this last concept may be taught in tandem with biographies with students writing about themselves or in anticipation of having a biography written about them.

Interactive Discussions

Clearly, instruction is not just one way with the teacher simply transferring information to students. Rather, effective teaching implies active involvement with students taking part in constructing the meaning of information and using it to solve problems. In fact, a fundamental aspect of effective teaching centers around dialogue between teachers and students and among students. In this dialogue, however, teachers need to be explicit about the distinctions between

examples and non examples in order to ensure that *all* students are benefiting from the lesson. Therefore, the particular instances may need to be highlighted from the curriculum directly.

For example, in reading the chapter, teachers could have students write down "flash point" words and phrases, those that are very descriptive or emotionally charged and are used to describe social conditions and personal characteristics. Students could be directed to pay particular attention to words and phrases that describe extremes.

Students would then be given text and asked which descriptions belong in which section. For example, the following text excerpts can be coded into the three attributes of personal characteristics, social conditions, and defining moments. How would you classify them?

- Thereafter, anything with print on it became precious to him. He treasured bits of old newspapers as others do bank notes. How he envied all those who had access to books!
- From these bits of paper he spelled out the words as best he could, while hiding. Sometimes he used cunning to get his white playmates to help him. Whenever Mrs. Auld caught him, she would snatch away the book or paper, stamping and storming "in the utmost fury." But he did not give up, and after three years of this catch-as-catch can method, he could read.
- His first words were stammering, but soon his nervousness was lost in his tale and he was pouring out a story such an antislavery audience had never heard before. His force and fervor held everyone present spellbound.

Problem-solving Scenarios That Reflect Clear Intellectual Operations

As students read and list words and phrases as examples of social conditions or personal characteristics, teachers could ask them to think up some potential defining moments in anticipation of what actually happened with Frederick Douglass (e.g. *"What do you think might happen as a result of ____ ?")*. As they come to these defining moments in the text, students could compare what actually happened with what they had written (e.g. *"How is ____ different from or similar to what you predicted would happen?")*. This guided instruction gives students practice in making *predictions* while reading, a good strategy for active reading.

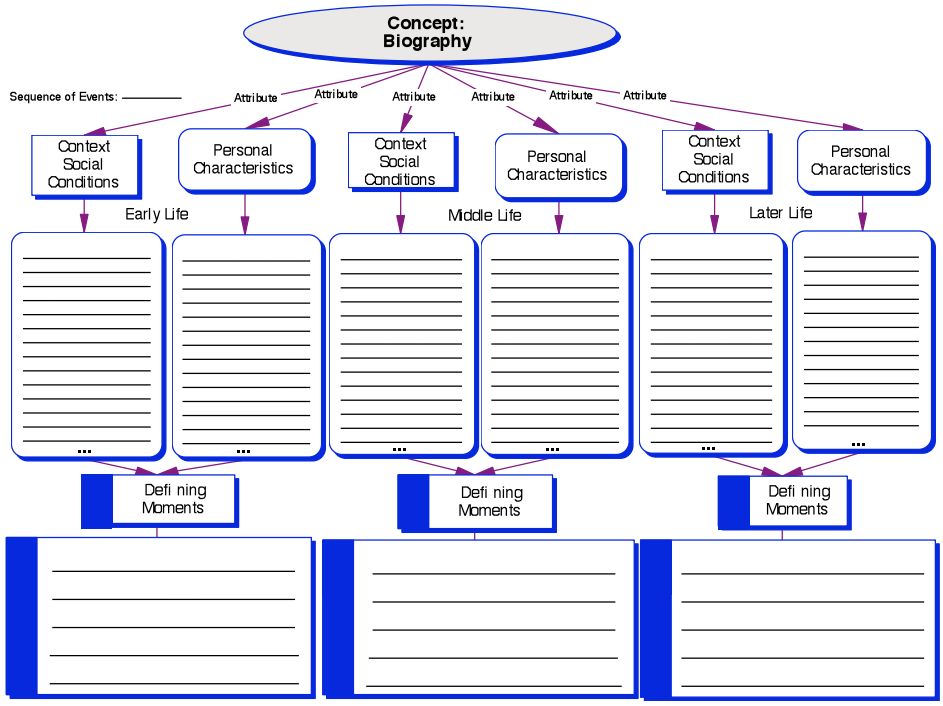
Alternatively, teachers could ask students to make *predictions* of different defining moments (*"What would happen if, given certain social conditions, a person with different personal characteristics was present?" Or "Given a present-day individual with Frederick Douglass's personal characteristics, what sort of defining moments could you see happening in his/her life?")*.

The intellectual operation of providing *illustrations* can be easily used. (e.g. *"Give me some examples of other social conditions, personal characteristics, or defining moments today, using a person who is 'in the news'.")*. Throughout the lesson, teachers could occasionally review the story about Frederick Douglass and ask how the defining moments develop from the particular combination of personal characteristics and social conditions. Students could be asked how other defining moments could have been established. This would provide them with practice summarizing information in larger chunks and might help them see relationships among different parts of the story. In addition, having to provide support for their answers will give students practice in making *explanations*.

Several other types of *explanations* could be prompted as well (e.g. "*What current social conditions exist which are similar to those in the days of Fredrick Douglass?" "What personal characteristics would a person need to be worth writing about in the context of racial injustice?")*. Finally, given certain defining moments, the teacher could ask students to consider them in a *cause-effect* manner (e.g. *"What social conditions and/or personal characteristics made it possible to attain this defining moment?")*.

Note-taking Strategy / Graphic Organizer

This graphic organizer is used for students to take notes. The name of the concept goes in the circle at the top of the diagram. Attributes are distributed in the boxes just below. Examples and non-examples are placed in sequence. Arrows indicate the relationship between the various components. Notice that this graphic organizer makes it easy to see that Defining Moments come about through a *combination* of Personal Characteristics and Social Conditions.



Instructional Modifications

The following instructional modifications can be made to accommodate the diverse community of learners within this classroom.

1. Photocopied notes can be provided for students unable to take notes from the overhead.
2. Supplementary material to address the needs of students with a variety of reading abilities can be provided.
3. A classroom aid may be available to assist students with disabilities and English Language Learners.

In-Class Practice Exercise

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to the presentation of instruction. Consider actions you will need to take when presenting this unit.

1.

_____

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Instructional Sequence

Design an instructional plan for the presentation of the information provided. Include a range of examples and non-examples you will use to teach the concept(s) and attributes. Include examples of interactive teaching. Clearly identify problem-solving scenarios that reflect a range of intellectual operations.

1.

_____

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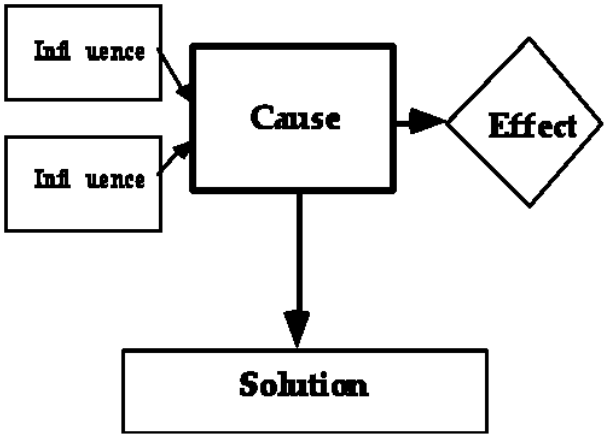
* Use additional paper if needed.

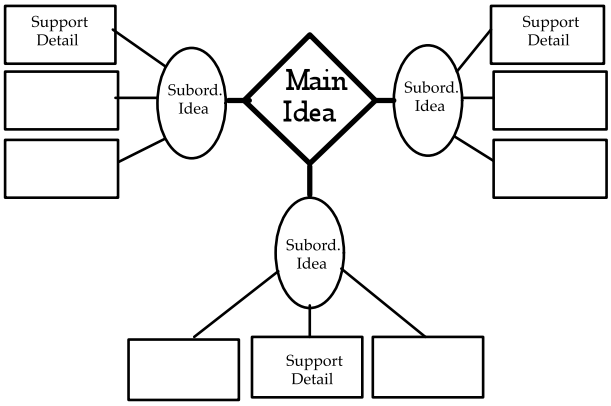
Graphic Organizer

A graphic organizer is a visual, non-linear representation of the linkages among knowledge forms. When designing a graphic organizer, it is important to emphasize the relationships and simplify the information to be presented. Below are several examples of different graphic organizers.

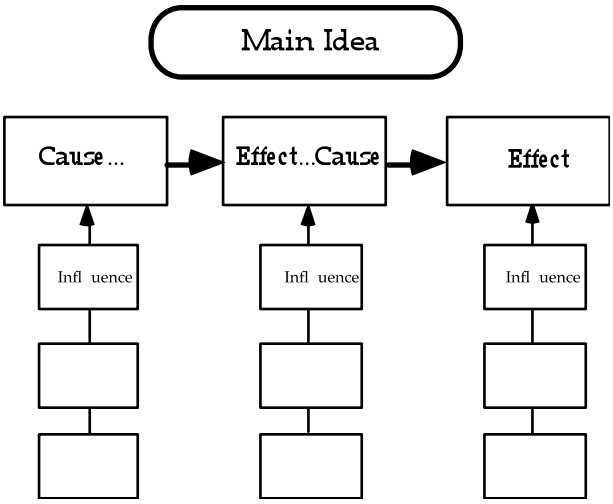
Problem and Solution Map



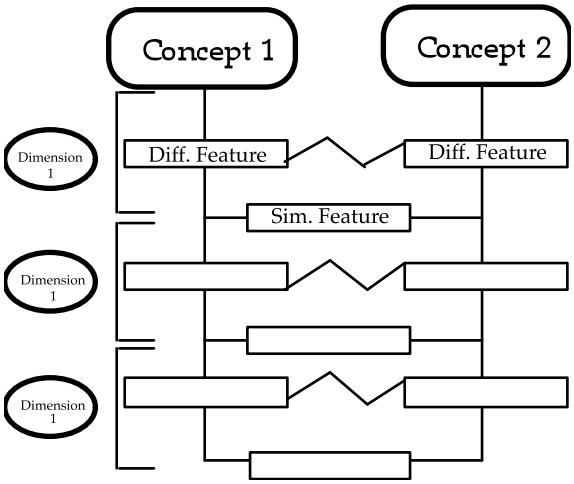
Descriptive or Thematic Map



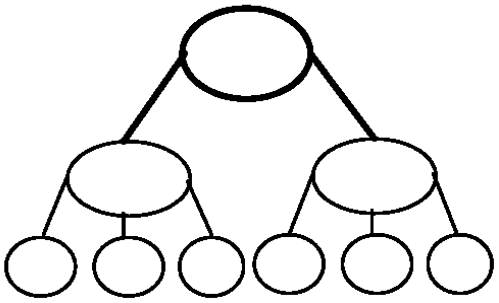
Sequential Episodic Map



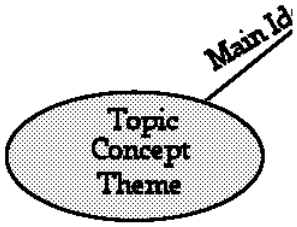
Comparative and Contrastive Map



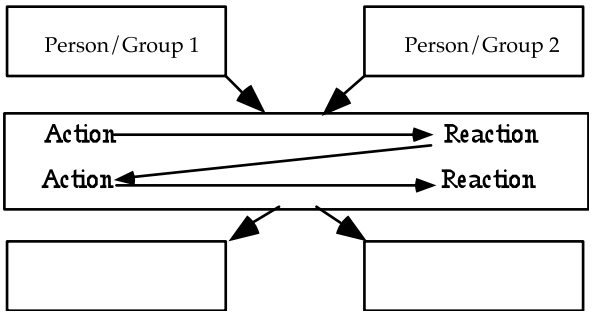
Network Tree



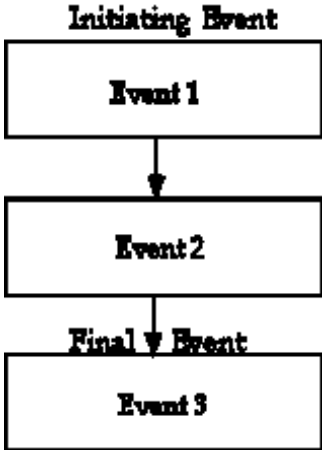
Spider Map



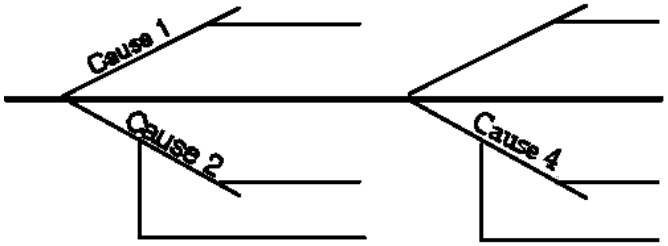
Human Interaction Outline



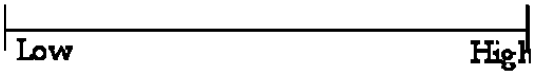
Series of Events Chain



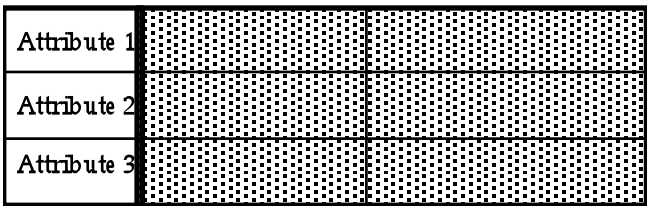
Fishbone Map



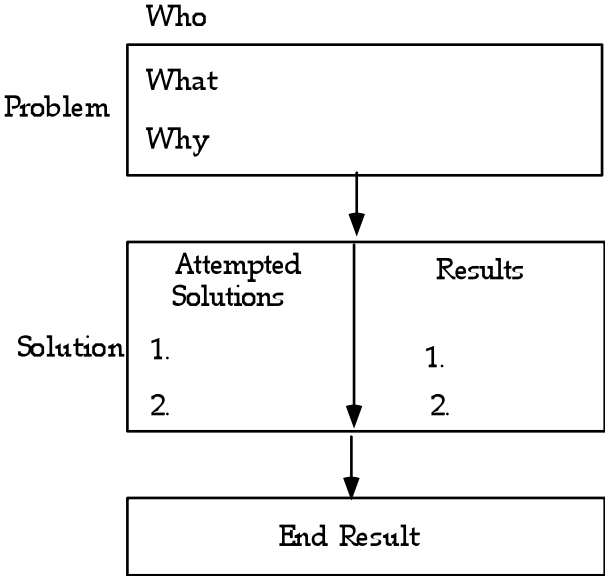
Continuum Scale



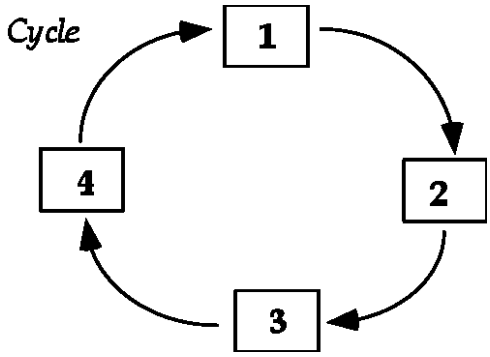
Compare-Contrast Matrix



Problem-Solution Outline



Cycle



Tindal, G., Nolet, V., & Blake, G. (1992). Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Graphic Organizer

Sketch a graphic organizer for the content provided that shows the key relationships among concept(s) and attributes. You may design your own or use one of the examples shown above.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1.

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* Use additional paper if needed.

Instructional Delivery
Peer Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Instructional Delivery plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the lesson described.	/0.5
Positive Comment:	
Areas for Improvement:	
Instructional Delivery	
1. Conceptual framework (concepts, attributes, examples and non-examples) and graphic organizer are explicitly introduced.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Instructional sequence flows in a logical order. Instructional sequence is rich and provides a detailed list of activities to be completed.	/1
Positive Comment:	
Areas for Improvement:	
3. Interactive teaching techniques are integrated into the instructional sequence with clearly identified intellectual operations that elicit higher order thinking.	/1
Positive Comment:	
Areas for Improvement:	

Graphic Organizer	/0.5
1. Concepts and attributes are clearly identified.	
Positive Comment:	
Areas for Improvement:	
2. Graphic organizer explicates the organization and structure of the content.	/0.5
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	/0.5
1. Instructional modifications are clearly articulated in sentence format.	
Positive Comment:	
Areas for Improvement:	
2. Instructional modifications address the needs of diverse learners.	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	
Total Score	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account prior to the presentation of instruction. Consider actions you will need to take when presenting this unit.

1.

_____

2.

_____

3.

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4.

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5.

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6.

_____

Instructional Sequence

Design an instructional plan for the presentation of the information you have chosen. Include a range of examples and non-examples you will use to teach the concept(s) and attributes. Clearly identify problem-solving scenarios that reflect a range of intellectual operations.

1.

_____

2.

_____

3.

4.

5.

6.

7.

8.

9.

* Use additional paper if needed.

Graphic Organizer

A graphic organizer is a visual, non-linear representation of the linkages among knowledge forms. When designing a graphic organizer, it is important to emphasize the relationships and simplify the information to be presented.

Sketch a graphic organizer for the content you have chosen that shows the key relationships among concept(s) and attributes. You may use a separate sheet of paper if you'd prefer.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

* Use additional paper if needed.

Instructional Delivery
Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Instructional Delivery plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	**Instructor Evaluation** (Do not write in these boxes)	**Points Earned**
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Instructional Delivery		
1. Conceptual framework and graphic organizer are explicitly introduced.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional sequence flows in a logical order and provides a detailed list of activities to be completed.		/1
Positive Comment:		
Areas for Improvement:		
3. Interactive teaching techniques are integrated into the instructional sequence with clearly identified intellectual operations that elicit higher-order thinking.		/1
Positive Comment:		

Areas for Improvement:		
Graphic Organizer		
1. Concepts and attributes are clearly identified.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Graphic organizer explicates the organization and structure of the content.		/0.5
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional modifications address the needs of diverse learners.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 3:
Independent Activity

CLASSROOM EXAMPLE

Key Issues

Change-ups
Monitoring Students
Individual Assistance
Closure

Independent Activities

In order to ensure that they are learning the material you are presenting, students need to practice putting all of the pieces together and actively working through problems or situations. The following activities could be used in a unit on biography to help deepen students' understanding of the concepts covered in class.

- Sort text statements as examples of social conditions or personal characteristics. Describe why they might lead to a defining moment.
- Focus on the use of descriptive words for social conditions and personal characteristics—align with Word Choice from the state scoring guide.
- Explain how defining moments arise from the combination of social conditions and personal characteristics: Focus on Sentence Fluency from the state scoring guide.
- Write your own description of current social conditions and compare them with those existing in the time when Frederick Douglass was alive.
- List personal characteristics that could lead to defining moments, given today's social conditions.

Another example of an independent activity designed to help students apply the concepts they are learning about biographies involves having them write biographies of their own. As biographers, students need to be accurate in telling a story about someone while remaining true to the purpose of biographies: to develop an understanding about someone's personal characteristics, the social conditions in which he/she lives, and the defining moments that change him/her or others.

Sample Student Assignment: Writing a Biography

Student Instructions: Follow the steps outlined below to interview someone, organize the information you find out, and then write a three - five page biography about him/her.

1. Your first step is to decide on a person about whom to write a biography. Remember that you will need to show how his/her personal characteristics interacted with the social conditions during his/her life to create defining moments which changed him/her or other people. Try to find someone you believe is important and, thus, worthy of a biography. Note: the person doesn't need

to have changed the world, but he/she should have some lessons to teach the rest of us (e.g. about strength of character, approach to obstacles, the importance of goals, etc.).

2. Before you conduct your interview, document the social conditions for your interviewee. Try to answer the following question: *What was life like?* The fastest way to do this is read newspapers from where the person lived that are dated at various times of his/her life (early, middle, and late). Be creative when you are documenting the social conditions: Read articles and look at pictures (how people traveled, dressed, worked, etc.), particularly, the social-region section (for information about local events) and the headlines (to see what major national events were happening at the time). Review the want ads to see what kind of work people did and how much they were paid. Look at the advertisements to see what people were buying. Use the information you discover to help you write questions for your interview.

3. Develop an interview guide – a series of questions to ask the person whose life you're researching. These questions are very important and will determine the value of the information that you collect: Your biography will only be as good as the questions that you ask. Here are some tips for developing questions:

    a. Organize your questions like either a funnel (starting with broad questions and then moving to more specific ones) or inverted funnel (moving from specific questions to broad questions).
    b. Group your questions into themes and introduce them as such to the person (e.g. *"Let's talk about your family, or about your going to school.")*.
    c. Be sure to include questions relating to the person's early, middle, and late life; you'll need to address each of these three areas in your final biography.
    d. Make your questions connect; don't jump around from one topic to the next.
    e. From time to time in your interview ask the person to give you a summary of the key points he/she has been explaining, a reflection (e.g. *"You've talked a lot about how much your sister used to torment you. Can you reflect a moment on how that might continue to affect you as an adult?"),* or to say more about a particular topic which you feel might be important in terms of defining moments in his/her life.
    f. End your interview with a general question that asks if you've missed anything important.
    g. Don't forget to thank the person for his/her time!

4. Sort the information from your notes into themes or commonalities and use a graphic organizer to show the relationship between personal characteristics, social conditions, and defining moments in the person's early, middle, and late life.

5. Write a rough draft of your biography, have someone review it for you (peer, parent, etc.), then revise it and complete a 3-5 page final draft in which you show the relationships between personal characteristics, social conditions, and defining moments in the person's early, middle, and late life.

6. Final drafts, along with your notes, graphic organizer, and early drafts (with revisions marked!) are due on _____.

This activity should give students practice in organizing information into the attributes of a biography (personal characteristics, social conditions, and defining moments) and then integrating them into a cause-effect explanation.

Sample Scoring Guide for Student Biography Assignment
(3 point scale)

Score	Description
3	Personal characteristics, social conditions, and defining moments are clearly identified with examples. The paper uses a cause-effect scheme to relate the attributes to each other. Three sections are used to present information about the person's early, middle, and late time of life.
2	Personal characteristics, social conditions, and defining moments are not clearly identified, but examples are present. A cause-effect scheme is not used to relate the attributes. Three sections are organized into an early, middle, and current time of life.
1	Personal characteristics, social conditions, or defining moments are presented as examples. A cause-effect scheme is not used to relate the attributes. The paper is not organized into a chronology of time.

This independent activity allows students to become more independent in their work and focuses on complex performances that address research and organization proficiencies, both of which should have important bearing on other classes.

Instructional Modifications

These activities were designed to accommodate various learners. The following instructional modifications can also be made to promote the success of all learners in the classroom.

1. Students can present their responses orally or through a scribe.
2. The assignments may be extended into a detailed research report for accelerated students.
3. Resources can be accessed in various reading levels.
4. Students can be given time in class to research the topic.
5. Students can be paired for this assignment.
6. More time may be permitted for completion of the assignments.
7. A classroom aid could be available to assist students with disabilities and English Language Learners.

In-Class Practice Exercise

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to considered prior to introducing an activity. Consider actions you will need to take when designing and presenting this activity.

1.

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Independent Activity

Using the content provided, design an independent activity that aligns with the conceptual framework of the lesson. Provide a brief description of the activity. Identify specific intellectual operations that will elicit the behavior you are intending with this activity. Be certain to include higher order intellectual operations. Refer to the descriptions and examples of intellectual operations below.

Provide a brief explanation of the activity.

_____

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* Use additional paper if needed.

Intellectual Operations

INTELLECTUAL OPERATION	Refers to the behavior employed in using or manipulating knowledge forms.
Reiteration	*A verbatim reproduction of material that was previously taught.* • The emphasis is on verbatim. The wording in the student's response must be very nearly identical to that presented in instruction.
Summarization	*Generation or identification of a paraphrase, rewording or condensation of content presented during instruction.* • The emphasis here is on previous presentation of material. Therefore, summarization involves remembering information to a much greater extent than manipulating it.
Illustration	*Generation or identification of a previously unused example of a concept or principle.* • The emphasis here is on use of an example that was not presented in instruction. In this respect, the student is expected to employ information about the attributes of a particular concept or principle rather than to simply remember whether or not an event exemplifies a knowledge form.
Prediction	*Description or selection of a likely outcome, given a set of antecedent circumstances or conditions that has not previously been encountered.* • Again, the emphasis is on the use of information in a novel context rather than remembering a response from previous instruction.

Evaluation	*Careful analysis of a problem to identify and use appropriate criteria to make a decision in situations that require a judgment*. • Evaluation focuses on decision-making. The student must first recognize or generate the options available and then use a set of criteria to choose among them.
Explanation	*Description of the antecedent circumstances or conditions that would be necessary to bring about a given outcome*. • Explanation is the reverse of prediction. The student must use information about a concept or principle to work backwards from the circumstances presented and tell what happened to create it.

Some examples of interactions between knowledge forms and intellectual operations:

Reiteration of a fact:	*T:* Salem is the capital of Oregon. –What is the capital of Oregon? *S:* Salem is the capital of Oregon.
Summarization of a concept: element	*T*: An element is a substance made of only one kind of atom. –Who can tell me what an element is? *S*: If you have some kind of matter and all of its atoms are exactly the same, that's an element.
Illustration of a concept: energy conservation	*T:* We talked about some examples of energy conservation in the home. Can you think of an example we haven't talked about? *S:* We can recycle glass—it takes less energy to make glass from old glass than it does to make it from scratch, so that saves energy.
Prediction of a concept: Mass production (Three attributes: •assembly line •standardized parts •division of labor)	*T:* Mass production is a system for rapidly creating large quantities of one kind of product that makes use of the assembly line and standardized parts. If we want to make a lot of a given product and we want to do it fast, what would jobs be like in this system? *S:* It seems like it would help if every person on the assembly line only had one kind of job to do; that way they'd get real fast at it.
Evaluation of a principle: The Law of Diminishing Returns: "As units of a variable factor of production are added to a fixed factor of production, at some point the resulting increases in output will begin to diminish in size."	*T:* Farmer Jones has decided that if he can't double his profits from his dairy farm, he's going to sell it. Right now he's trying to figure out if he can meet his goal by increasing the milk output of his herd without buying any more cows. If you were Farmer Jones, what factors would you consider in deciding whether to sell or try to increase your cows' productivity? *S:* The number of cows is fixed. Obviously, the amount of milk a cow produces can't be increased indefinitely, so we'd need to know what they're producing now and how much it can be increased. . .
Explanation of a principle: If one link in an ecosystem's food chain is broken, the relationship among the organisms may be upset.	*T:* The owners of vacation homes on Paradise Lake are very upset—in the past couple of years the mosquito population has increased so much that it has become impossible to stay outdoors for very long. They want to get rid of those mosquitoes. What should they do? *S:* Well, they shouldn't just run out and get they most powerful bug spray to kill 'em. They ought to try to figure out why the mosquitoes have increased. What eats mosquitoes? Frogs. Maybe something happened to the frogs. . .

Tindal, G., Nolet, V., & Blake, G. (1992). Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Independent Activity

On a separate piece of paper, design an independent activity for the content provided. Be sure to include higher order intellectual operations. Clearly format the assignment by including instructions and a scoring guide. The activity should be ready to use in a classroom setting.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

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3.

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4.

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5.

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6.

_____

* Use additional paper if needed.

Independent Activity
Peer Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Independent Activity plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the lesson described.	/0.5
Positive Comment:	
Areas for Improvement:	
Independent Activity	
1. Explanation provides a thorough description of the activity. Intellectual operations are explicitly stated.	/1
Positive Comment:	
Areas for Improvement:	
2. Independent activity is clearly linked to the concepts and attributes. Activity provides practice using higher order intellectual operations.	/1
Positive Comment:	
Areas for Improvement:	
3. Activity is appropriately formatted with directions. Activity is ready for distribution in a classroom.	/0.5
Positive Comment:	
Areas for Improvement:	

4. Scoring rubric clearly identifies expectations for completing the activity.	/1
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	/0.5
1. Instructional modifications are clearly articulated in sentence format.	
Positive Comment:	
Areas for Improvement:	
2. Instructional modifications address the needs of diverse learners.	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	
Total Score	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to introducing an activity. Consider actions you will need to take when designing and presenting this activity.

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Independent Activity Explanation

Using the content you have chosen, design an independent activity that aligns with the conceptual framework of the lesson. Provide a brief description of the activity. Identify specific intellectual operations that will elicit the behavior you are intending with this activity. Be certain to include higher order intellectual operations. Refer to the descriptions and examples of intellectual operations above.

Provide a brief explanation of the activity.

_____

_____

_____

_____

_____

* Use additional paper if needed.

Independent Activity

On a separate piece of paper, design an independent activity for the content you have chosen that aligns with the conceptual framework previously identified. Be certain to include higher order intellectual operations. Clearly format the task with well-articulated directions. Provide a scoring guide. Note: the final product should be in the form of a 'ready to go' student assignment, similar to the "Sample Student Assignment: Writing a Biography."

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1.

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2.

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3.

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4.

_____

5.

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6.

_____

* Use additional paper if needed.

Independent Activity
Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Independent Activity plan. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	**Instructor Evaluation** (Do not write in these boxes)	**Points Earned**
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Independent Activity		
1. Explanation provides a thorough description of the activity. Intellectual operations are explicitly stated.		/1
Positive Comment:		
Areas for Improvement:		
2. Independent activity is clearly linked to the concepts and attributes. Activity provides practice using higher order intellectual operations.		/1
Positive Comment:		
Areas for Improvement:		

3. Activity is appropriately formatted with directions. Activity is ready for distribution in a classroom.		/.05
Positive Comment:		
Areas for Improvement:		
4. Scoring rubric clearly identifies expectations for completing the activity.		/1
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional modifications address the needs of diverse learners.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 4:
Assessment

CLASSROOM EXAMPLE

Key Issues

Student Expectations
Probing Student Knowledge
Classroom Management
Monitor and Adjust
Directions

Assessment Activities

In this section, we first address three critical features of any assessment and then provide a specific example using the biography of Frederick Douglass from Section 1 of this training module. An assessment is designed to ascertain the degree of proficiency a student has acquired in using information. Although most people in the field of education, and particularly in assessment, use the phrase "documenting what students know and can do," we have approached it more simply as "documenting what students can do" to avoid unnecessary redundancies and ill-formed conceptions. Any assessment requires tasks for students "to do" and that, in itself, reflects what they know. The key issues, therefore, are what kinds of applications are being requested (intellectual operations), how they are formatted for various 'behaviors' to be exhibited (task dimensions), and how judgments are made of both performance and proficiency (scoring guides).

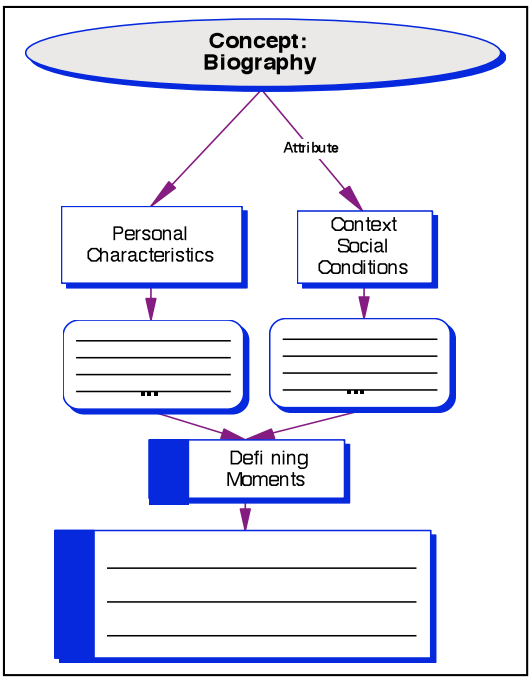
Intellectual operations. The most important intellectual operations or "thinking skills" require students to apply information in solving problems. In companion publications (Training Modules 3 and 4), we describe three higher order intellectual operations: (a) evaluation, in which students make a judgment and provide reasons supporting it; (b) prediction, in which students take information and describe what will happen; and (c) explanation, with students taking an outcome and describing how it occurred. Although the world of assessment can be made much more complex, we believe these three provide an excellent starting point for teachers to use in developing assessments that tap higher order thinking skills.

Task dimensions. Task dimensions refer both to the directions provided to students for completing a response and the format of the response. Dimensions can range from *selected responses* (students pick the correct answer) on highly structured statements or questions such as multiple-choice test items, to *constructed responses* on ill-defined, open-ended prompts. Clearly, the less structured the task, the more challenging it is to make valid interpretations about performance.

Scoring guides. The two critical features of any scoring guide are the dimensions for making a judgment and the scale for quantifying performance. A very good source to refer to for more information about scoring guides is Robert Marzano (1998). Basically, a good scoring guide provides a way to distribute student papers or products on pre-determined dimensions so that they are incrementally ordered in a way with which others would agree. Thus, scoring guides provide teachers with a method of increasing the validity of their judgment about student performance.

Example from Frederick Douglass

Read the attached biographical sketch (Chapter One) from Jules Archer's book *"They had a Dream*[1]*"* (Malcolm X – pages 184-223).



Example assessment problem(s). From the excerpt, sort examples of each attribute (personal characteristics, social conditions, and defining moments) using the graphic organizer on the left. Compare the information you have pulled from this new biography to the biography of Frederick Douglass to address the following:

1. Describe how Malcolm X illustrates similar personal characteristics as Frederick Douglass.
2. Evaluate whether the social conditions for Malcolm X are similar or different than those existing during Frederick Douglass's life and times. Describe why you think so.
3. Explain how personal characteristics and social conditions help determine defining moments in a person's life. Write a rule that describes a cause-effect sequence, given one of the defining moments.

[1]Archer, J. (1993). They had a dream. New York: Puffin Books-Epoch Biographies

Biographical Sketch of Malcolm X for Assessment Example

MALCOLM X was born Malcolm Little in Omaha, Nebraska, on May 19, 1925. His father, Earl Little, a one-eyed Baptist minister, was president of the Omaha branch of UNIA and a dedicated organizer for Marcus Garvey. Malcolm often accompanied his father to private UNIA meetings in black homes.

"I remember seeing the big shiny photographs of Marcus Garvey... passed from hand to hand," Malcolm recalled. "My father had a big envelope of them that he always took to these meetings." Malcolm was deeply impressed by pictures showing huge black crowds in UNIA parades headed by Garvey, resplendent in a magnificent uniform.

He never forgot his father's dynamic preaching at Baptist church meetings. His father always adjourned with Garvey's rallying cry, "Up, you mighty race, you can accomplish what you want!" Malcolm grew up believing that.

He was aware from earliest childhood of the hazards faced by blacks in a white world. Three of his six uncles were killed by white men, one by lynching. His own home had been attacked by the Ku Klux Klan just weeks before he was born.

Earl Little moved his family to Lansing, Michigan, only to incur the hostility of white racists again for spreading Marcus Garvey's message. When Malcolm was four, members of the Black Legion, who wore black robes instead of the Klan's white, attacked and set fire to the Little house. White police and firemen simply stood aside and watched it burn down. The family had to move twice more to escape further harassment.

There was also trouble within the family. Malcolm's father resented the better education of his second wife, a mulatto from Grenada in the British West Indies. When Earl Little was in a bad mood, he beat her. He also beat his eight children. Because Malcolm's mother whipped him, too, Malcolm accepted violence as part of his childhood.

When he was six, his father was murdered, thrown under a streetcar by white racists.

"It always stayed on my mind that I would die a violent death," he ruminated toward the end of his life. "In fact, it runs in my family. My father and most of his brothers died by violence—my father because of what he believed in. If I take the kind of things in which I believe, then add that to the kind of temperament I have, these are the ingredients which make it just about impossible for me to die of old age."

The family lived from hand to mouth as Malcolm's mother took jobs sewing or doing housework for white families. She was often dismissed as soon as it was learned she was the wife of "that trouble-making black minister who stirred up the blacks."

Malcolm grew up on family welfare checks. Often he and his siblings went hungry, sometimes getting through the day on three meals of oatmeal mush. "I was so hungry I didn't know what to do," he recalled. Returning from school, he would often dally at stores to steal fruit. If he was caught, he could expect a whipping from his mother.

In 1936, worn out by the struggle of raising eight children in poverty, his mother began losing her mind. A social worker placed Malcolm with a black family named Gohannas who had been ardent parishioners of his fathers.

Then, when his mother was sent to a state mental hospital, Malcolm and his siblings became wards of the state. The family was split up, his brothers and sisters placed with different families. Malcolm turned bitter, blaming the state for destroying his family.

At thirteen he decided to make his way as a boxer. In his first fight he was badly beaten by a white boy, who later knocked him out in a rematch. That convinced Malcolm he didn't belong in a ring. He felt he didn't belong in school, either, misbehaving so badly that he was sent to a detention home in Mason, Michigan.

The Swerlins, a white couple, were in charge of the home, where they often discussed "niggers]' Malcolm vividly remembered once hearing Swerlin observe, "I just can't see how those niggers can be so happy and be so poor." Mrs. Swerlin replied, "Niggers are just that way." All through childhood and adolescence Malcolm grew used to the epithet.

He was one of a few black children attending Mason Junior High School. Something of a novelty to the white children, he was treated well and accepted socially.

Mrs. Swerlin got him a job after school earning money washing dishes in a restaurant. Malcolm proved so bright in school that he earned the best grades in the seventh grade and became so popular that he was elected class president.

"I lived a thoroughly integrated life," he said in retrospect. He wryly recalled trying hard, in every way possible, to "be white."

Scoring Guide for Assessment Example

Graphic Organizer	2 pts for multiple examples in each node of the graphic organizer, 1 pt for less than multiple examples.	/6
Question 1: Illustration	3 pts: specific examples are accurately used to illustrate similarities from both biographies. 2 pts: the examples are not specific from the biographies. 1 pt: the examples are incorrect.	/3
Question 2: Evaluation	3 pts: a choice is clearly stated and reasons given that support the choice and refute the non-choice. 2 pts: a choice is clearly stated and reasons given that support one side or the other, but not both. 1 pt: a choice is stated and reasons vaguely aligned (not supportive) with the choice.	/3
Question 3: Explanation	3 pts: all three attributes relate to general case examples, that show the relationship between personal characteristics, social conditions, and defining moments. 2 pts: all three attributes are listed together but are only marginally related to one another. 1 pt: all three attributes are not presented.	/3
Total Points		**/15**

Instructional Modifications

These assessment activities are designed to accommodate various learners. The following instructional modifications can also be made to promote the success of all learners in the classroom.

1. Students may compose their responses on a computer.
2. Students can present their responses orally or through a scribe.
3. Students can highlight words that illustrate similarities in the two biographies to address Question 1.
4. More time may be permitted for completion of the assignments.
5. A classroom aid may assist students with disabilities and English Language Learners.

In-Class Practice Exercise

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to administering an assessment task. Consider actions you will need to take when designing and delivering an assessment.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

Independent Activity Explanation

Using the content provided, design an assessment task that aligns with the conceptual framework of the lesson. Provide a brief description of the task. Identify specific higher order intellectual operations that will elicit the behavior you are intending with this assessment. Be certain that students have had ample practice in the instruction and activity using the intellectual operations required by the task. Incorporate important features of an assessment task as stated below.

Provide a brief explanation of the assessment task(s).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

* Use additional paper if needed.

Important Features of Classroom-Based Assessment

1. **It samples instruction representatively.**
   This means that the tasks used in classroom-based assessment are a fair sample of the goals of instruction. It implies that classroom-based assessment tests what students are taught.

2. **It is technically adequate.**
   This means it is *reliable* and *valid*. An assessment task that is designed and administered in a reliable manner is relatively free of potential sources of error that have nothing to do with the purpose of the task. A valid assessment task can be used to answer the question: "Did the students learn what I wanted them to learn?" Reliability and validity are extensively covered in Training Module 4: Focus on Assessment and Learning in Content Classes.

3. **It employs production responses.**
   Students are expected to generate a product as a result of the assessment process. This product could be as simple as a few phrases or sentences or as elaborate as an essay. Production responses also may include spoken responses, such as may be elicited in a structured interview, as well as nonverbal constructions, such as maps, graphs, and drawings.

4. **It can provide information for making instructional decisions.**
   The information obtained from classroom-based assessment can be used to evaluate the effectiveness of past instruction and to plan future instruction. Classroom-based assessment may or may not be useful for making other decisions, which may be social or political rather than educational (such as assigning grades or placing a student in special education).

5. **It can be used with a range of evaluation standards.**
   This means that classroom-based assessment can be used to (a) compare an individual's or group's performance to that of a comparison group (norm-referenced evaluation), (b) estimate the extent to which content or skills have been mastered (criterion-referenced evaluation), or (c) chart an individual student's progress over time (individual-referenced evaluation).

Nolet, V., Tindal, G., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 4: Focus assessment and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Assessment Activity

On a separate piece of paper, design an assessment task that is oriented toward a specific intellectual operation (as described earlier). Be certain to include higher order intellectual operations. Clearly format the assignment by including instructions and a scoring guide. The assessment should be ready to present in a classroom setting.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

* Use additional paper if needed.

Assessment
Peer Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Assessment section. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues: substantial and significant key issues are unique and relevant to the lesson described.	/0.5
Positive Comment:	
Areas for Improvement:	
Assessment Task	/1
1. Explanation provides a thorough description of the assessment. Intellectual operations are explicitly stated.	
Positive Comment:	
Areas for Improvement:	
2. Assessment task is aligned with instructional domain as defined by the instructional unit (review the instructional sequence and independent activity).	/1
Positive Comment:	
Areas for Improvement:	
3. Higher order intellectual operations are the primary focus of the assessment task.	/0.5
Positive Comment:	
Areas for Improvement:	

4. Assessment task is appropriately formatted with directions. Assessment task is ready for distribution in a classroom.	/0.5
Positive Comment:	
Areas for Improvement:	
5. Scoring rubric clearly identifies expectations for completing the assessment task.	/1
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	
1. Instructional modifications are clearly articulated in sentence format and address the needs of diverse learners.	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	
Total Score	/5

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to administering an assessment task. Consider actions you will need to take when designing and delivering an assessment.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assessment Explanation

Using the content you have chosen, design an assessment task that aligns with the conceptual framework of the lesson. Provide a brief description of the task. Identify specific higher order intellectual operations that will elicit the behavior you are intending with this assessment. Be certain that students have had ample practice in the instruction and activity using the intellectual operations required by the task.

Provide a brief explanation of the assessment task(s).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

*Use additional paper if needed.

Assessment Activity

On a separate piece of paper, design an assessment task that is oriented toward a specific intellectual operation (as described earlier). Be certain to include higher order intellectual operations. Clearly format the assignment by including instructions and a scoring guide. The assessment should be ready to present in a classroom setting.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

* Use additional paper if needed.

Assessment
Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Assessment section. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	**Instructor Evaluation** (Do not write in these boxes)	**Points Earned**
Key Issues: substantial and significant key issues are unique and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Assessment Task		
1. Explanation provides a thorough description of the assessment. Intellectual operations are explicitly stated.		/1
Positive Comment:		
Areas for Improvement:		
2. Assessment task is aligned with instructional domain as defined by the instructional unit (review the instructional sequence and independent activity).		/1
Positive Comment:		
Areas for Improvement:		

3. Higher order intellectual operations are the primary focus of the assessment task.		/0.5
Positive Comment:		
Areas for Improvement:		
4. Assessment task is appropriately formatted with directions. Assessment task is ready for distribution in a classroom.		/0.5
Positive Comment:		
Areas for Improvement:		
5. Scoring rubric clearly identifies expectations for completing the assessment task.		/1
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format and address the needs of diverse learners.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 5:
Teacher Reflection

CLASSROOM EXAMPLE

Key Issues

Analysis of Lesson Organization
Instructional Units
Delivery of Instruction
Pacing of Instruction
Authentic Assessment
Delivery of Assessment
Instruction-Assessment Alignment
Range of Performance
Subjective Scoring
Multiple Choice Tests
Access Skills
Student Reactions
Concepts and Attributes
Computers in the Classroom

Lesson Evaluation

Upon conclusion of this unit, the instructor reflects on the strengths, weaknesses, internal validity, external validity, and social validity for the lesson. He identifies and explains the range of student performances.

No example is provided for this section because it is difficult for us to model a personal reflection statement without influencing your own reflection. Please reflect on each issue thoughtfully and honestly. Your responses will be evaluated based on the thoroughness of your explanations. The *content* of your reflection (critique of your unit) will not be graded, just your reflection on it.

In-Class Practice Exercise

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account at the end of an instructional unit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Background Information

To evaluate a unit, you must first have an understanding of different types of validity that are important to consider. A brief introduction is presented below.

Validity

Internal Validity

- Indicates whether there is a causal relationship between the lesson inputs (instruction, activity, and assessment) and the observed outcomes (student performance).
- Can you identify a cause and effect relationship between your instruction and student success?
- Would the students have succeeded without your instructional plan?

External Validity:

- Associated with the generalizability of the outcomes.
- Can the knowledge or skills learned in this lesson be generalized across other activities or content?
- What inferences can be made about the student's abilities upon completion of this unit?

Social Validity

- Identifies the benefits and consequences of participation in this unit for individuals and groups of students in the future
- What is the value of learning this information outside of the classroom?
- Why should students learn the content?

Teacher Reflection

Upon conclusion of this unit, reflect on the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill.

Content

Strengths: Consider the strengths of the unit you developed for the content provided.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: Consider the aspects you would change or redesign for the unit you developed for the content provided.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Identify the domain of the instructional delivery and independent activity. Look at the sampling plan for the assessment. Is there alignment between the instruction/activity and the assessment? Does the rubric match the sampling plan? Does the rubric address important information covered in the domain of instruction? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

If your students are successful on this unit, what else might they be successful in? Can the students extend their knowledge to other examples of the concept? Can the students apply their skills to other intellectual operations? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

Is learning the information in this unit beneficial and/or harmful for the student? What conflicts might the student experience from learning this information? Is it important for the student to learn the information presented? Thoroughly consider these issues.

Reading as an Access Skill

Strengths: How does the students' ability to read positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: How does the students' ability to read negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to read threaten the internal validity? Is it possible that a student's ability to read may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What reading skills are developed during this unit? How can these skills generalize across other content areas? How does students' reading skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the reading involved in this unit affect the student socially? How might the reading skills you've taught affect the students socially? Thoroughly consider these issues.

Writing as an Access Skill

Strengths: How does the students' ability to write positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Weaknesses: How does the students' ability to write negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity:

Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to write threaten the internal validity? Is it possible that a student's ability to write may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What writing skills are developed during this unit? How can these skills generalize across other content areas? How does students' writing skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the writing involved in this unit affect the student socially? How might the writing skills you've taught affect the students socially? Thoroughly consider these issues.

Teacher Reflection
Peer Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Teacher Reflection section. This section will be evaluated using the scoring rubric provided. Use the Peer Review Evaluation form below as a guideline for evaluating the responses provided. Provide positive comments and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Scoring Rubric for Teacher Reflection

5 All issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Practices or topics of reliability and validity were considered with specific details, examples, and references. Format of presentation is clear.

4 Most issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in specific terms but incomplete in the reference to specific practices or topics of reliability and validity.

3 Some issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in general terms or incompletely. Little reflection on specific practices or topics of reliability and validity.

2 Information was completed with brief statements.

1 Information was incomplete.

Peer Review Evaluation
Content: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.
Positive Comment:

Areas for Improvement:
Reading as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.
Positive Comment:
Areas for Improvement:

Writing as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.
Positive Comment:
Areas for Improvement:
Final Comments:

HOMEWORK ASSIGNMENT

Key Issues

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account at the end of an instructional unit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Teacher Reflection

Upon conclusion of this unit, reflect on the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Respond to each section ***on a separate piece of paper***.

Content

Strengths: Consider the strengths of the unit you developed for the content you chose.

Curriculum Analysis and Instructional Planning:
Instructional Delivery:
Independent Activity:
Assessment:

Weaknesses: Consider the aspects you would change or redesign for the unit you developed for the content you chose.

Curriculum Analysis and Instructional Planning:
Instructional Delivery:
Independent Activity:
Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Identify the domain of the instructional delivery and independent activity. Look at the sampling plan for the assessment. Is there alignment between the instruction/activity and the assessment? Does the rubric match the sampling plan? Does the rubric address

important information covered in the domain of instruction? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

If your students are successful on this unit, what else might they be successful in? Can the students extend their knowledge to other examples of the concept? Can the students apply their skills to other intellectual operations? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

Is learning the information in this unit beneficial and/or harmful for the student? What conflicts might the student experience from learning this information? Is it important for the student to learn the information presented? Thoroughly consider these issues.

Reading as an Access Skill

Strengths: How does the students' ability to read positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:
Independent Activity:
Assessment:

Weaknesses: How does the students' ability to read negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:
Independent Activity:
Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to read threaten the internal validity? Is it possible that a student's ability to read may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content area?

What reading skills are developed during this unit? How can these skills generalize across other content areas? How does students' reading skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the reading involved in this unit affect the student socially? How might the reading skills you've taught affect the students socially? Thoroughly consider these issues.

Writing as an Access Skill

Strengths: How does the students' ability to write positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:
Independent Activity:
Assessment:

Weaknesses: How does the students' ability to write negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:
Independent Activity:
Assessment:

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to write threaten the internal validity? Is it possible that a student's ability to write may influence the judgment about his/her content ability or knowledge? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What writing skills are developed during this unit? How can these skills generalize across other content areas? How does students' writing skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the writing involved in this unit affect the student socially? How might the writing skills you've taught affect the students socially? Thoroughly consider these issues.

Teacher Reflection
Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please review the Teacher Reflection section. This section will be evaluated using the scoring rubric provided. Use the Peer Review Evaluation side of the form below as a guideline for evaluating the responses provided. Provide positive comments and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Scoring Rubric for Teacher Reflection

5 All issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Practices or topics of reliability and validity were considered with specific details, examples, and references. Format of presentation is clear.

4 Most issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in specific terms but incomplete in the reference to specific practices or topics of reliability and validity.

3 Some issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in general terms or incompletely. Little reflection on specific practices or topics of reliability and validity.

2 Information was completed with brief statements.

1 Information was incomplete.

Peer Review Evaluation	**Instructor Evaluation** (Do not write in these boxes)
Content: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.	
Positive Comment:	

Areas for Improvement:	
Reading as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.	
Positive Comment:	
Areas for Improvement:	
Writing as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity.	
Positive Comment:	

Areas for Improvement:	
Final Comments:	
Total Score ***/5***	

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SUGGESTION SHEET

We would like to request your comments regarding this training module. Please use this response sheet to provide suggestions that may help us improve subsequent modules. We greatly appreciate your insights and perspectives.

Please return this suggestion sheet to Holly Vance in Educational Leadership, ED 170.

Curriculum Instruction Assessment Alignment: Language Arts

1. What aspects of this training module are not clear to you? Please be specific, include brief description, and note the page number.

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_2. How can we improve the content of this training module?

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_3. How can we improve the structure of this training module?

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_Other suggestions:

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Appendix -3

Glossary

Attribute: a defining characteristic of the concept; provides criteria for distinguishing between what is and what is not an example of the concept.

Concept: clusters of events, names, dates, objects, places, etc. that share a common set of defining attributes.

Example: positive description of the concept or attribute that aids in discrimination of the critical features of the concept; includes a wide range (far and near) of acceptable responses that describe or define the concept or attribute; far positive and near negative examples should be similar but differ based on the critical features that define the concept or attribute.

External validity: associated with the generalizability of the outcomes.

Fact: a simple association between names, objects, events, places, etc. that use singular exemplars.

Graphic organizer: a visual, non-linear representation of the linkages among knowledge forms.

Intellectual operation: classification of behaviors that are identifiable or observable; allows teacher to determine whether or not students are able to manipulate content area knowledge forms in meaningful ways.

Interactive teaching: dialogues between teachers and students to check for understanding; integrates critical thinking skills into instruction by modeling intellectual operations.

Internal validity: indicates whether there is a causal relationship between the lesson inputs (instruction, activity, and assessment) and the observed outcomes (student performance).

Knowledge form: form of information presented to learners; includes principles, concepts, and facts.

Non-example: negative description of the concept or attribute that aids in discrimination of the critical features of the concept; includes a wide range (far and near) of responses that would not describe or define the concept or attribute; far positive and near negative examples should be similar but differ based on the critical features that define the concept or attribute.

Principle: a consistent relationship among events, objects, or behaviors; indicates relationships among different facts or concepts.

Social Validity: identifies the benefits and consequences of participation in an activity (unit, lesson, assessment, etc.) for individuals and groups of students in the future.