Teacher Subject Grade level

Lesson title

|  |
| --- |
| Step 1—Desired Results |
| *Standards, benchmarks, other objectives as needed (e.g., IEP)—What should students know, understand, and be able to do as a result of the lesson?**Minimum:** *General Learner Outcome (GLO)*
* *Florida Content and Performance Standard and Benchmark (MFAS or FCAT 2.0 Science)*
* *Florida Teacher Performance Standard*
 |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**Performance criteria—How good is good enough to meet standards?* |
| Step 3—Learning Plan (STRATEGIES) |
| *Learning activities (step by step from start to finish, detailed enough for another teacher to follow)* |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know?* *What did I learn? How will I improve my lesson next time?* |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD, 2006.

Tools for Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Written | Oral | Visual | Kinesthetic |
| AdvertisementBiographyBook report Book reviewBrochureCampaign speechCrossword puzzleEditorialEssayExperiment recordGameJournalLab reportLetterLogMagazine articleMemoNewspaper articlePoemPortfolioPosition paperProposalQuestionnaireResearch reportScriptStoryTestYearbook | AudiotapeBalagtasanDebateDiscussionDramatizationHaikuInterviewNewscastOral presentationOral reportPoetry readingRapReader’s TheaterRole playSkitSpeechSongTeach a lesson | AdvertisementBannerBrochureCampaign flyerCartoonChartCollageCollectionComputer graphicConstructionData displayDesignDiagramDisplayDiorama/shoeboxDrawingGraphGraphic OrganizerMapMobileModelPaintingPhotographPortfolioPosterScrapbookSculptureSlide showStoryboardVenn DiagramVideotape | Community outreachDramatizationField tripsLetter writingOral interviewsPlayPresentationService learningSimulationsRole playSkitScavenger hunt |

BAM Scoring Guide

Teacher Subject Assessor

|  |  |  |  |
| --- | --- | --- | --- |
|  | Unacceptable | Acceptable | Target |
| Lesson content(15%) | Teachers select lesson content that is incompatible with state standards | Teachers select content that is compatible with state standards.  | Teachers select content that is compatible with state standards and adapt that content to suit the diversity of their students  |
|  | Unacceptable □ | Acceptable □ | Target □ |
| Ability to plan(30%) | Teacher select teaching methods and learning opportunities that don’t connect well to the standards and benchmarks or the students they are teaching  | Teachers select teaching methods and learning opportunities that are appropriate to the standards and benchmarks and students they are teaching  | Teachers select teaching methods and learning opportunities that are well matched to the standards and benchmarks and engaging to the students they are teaching |
|  | Unacceptable □ | Acceptable □ | Target □ |
| Alignment of assessment with plan(20%) | Teachers select no assessment strategies or use strategies that do not connect well to the standards/benchmarks or students they are teaching | Teachers select formative or summative assessment strategies aligned with standards/benchmarks, teaching methods, learning opportunities, and students | Teachers select authentic formative and summative assessment strategies aligned with standards/benchmarks, teaching methods, and learning opportunities which provide opportunities for students to self-assess |
|  | Unacceptable □ | Acceptable □ | Target □ |
| Instruction15% | Teachers primarily select teacher-centered approaches to instruction | Teachers select one or more student-centered approaches to instruction | Teachers plan to engage students in critical thinking and problem solving, and communicate with students to foster collaboration and develop performance skills |
|  | Unacceptable □ | Acceptable □ | Target □ |
| Reflection(20%) | Teachers do not reflect on content and teaching in terms of learning for students and teachers | Teachers reflect on content and teaching and use assessments to plan further instruction | Teachers reflect on content and teaching in terms of learning for students and teachers, and use assessment to improve planning and student learning |
|  | Unacceptable □ | Acceptable □ | Target □ |
|  |  Overall Unacceptable □ | Overall Acceptable □ | Overall Target □ |