Teacher Subject Grade level

Lesson title

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| --- |
| 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 |
| Advertisement  Biography  Book report  Book review  Brochure  Campaign speech  Crossword puzzle  Editorial  Essay  Experiment record  Game  Journal  Lab report  Letter  Log  Magazine article  Memo  Newspaper article  Poem  Portfolio  Position paper  Proposal  Questionnaire  Research report  Script  Story  Test  Yearbook | Audiotape  Balagtasan  Debate  Discussion  Dramatization  Haiku  Interview  Newscast  Oral presentation  Oral report  Poetry reading  Rap  Reader’s Theater  Role play  Skit  Speech  Song  Teach a lesson | Advertisement  Banner  Brochure  Campaign flyer  Cartoon  Chart  Collage  Collection  Computer graphic  Construction  Data display  Design  Diagram  Display  Diorama/shoebox  Drawing  Graph  Graphic Organizer  Map  Mobile  Model  Painting  Photograph  Portfolio  Poster  Scrapbook  Sculpture  Slide show  Storyboard  Venn Diagram  Videotape | Community outreach  Dramatization  Field trips  Letter writing  Oral interviews  Play  Presentation  Service learning  Simulations  Role play  Skit  Scavenger 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 □ |
| Instruction  15% | 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 □ |