SABES/ACLS
LESSON PLANNING RESOURCE GUIDE

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Developed by SABES and ACLS

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Important Information:
- Periodically check www.doe.mass.edu/acls/frameworks or www.sabes.org (Curriculum link) for updates to this Guide.
- For support, contact your regional Curriculum and Assessment Coordinator; visit www.sabes.org to link to your Regional Support Center or Jane Schwerdtfeger at janes@doe.mass.edu.
- For questions having to do with your DOE-funded grant, contact your ACLS Program Specialist.

Print resources of special note:
- *The Skillful Teacher: Building Your Teaching Skills*, by Jon Saphier, Mary Ann Haley-Speca, and Robert Gower (Research for Better Teaching, 2008)
- *Understanding by Design* , by Grant P. Wiggins and Jay McTighe. (ASCD Books, 2005)
- *Planning Programs for Adult Students*, by R. S. Caffarella (Jossey-Bass, 2002)

PART I - OVERVIEW

This resource guide was developed by ACLS and SABES to help Massachusetts DOE-funded programs meet requirements as set out in the current *Guidelines for Effective ABE Programs* as they pertain to lesson planning. An underlying principle in the *Guidelines* is that thoughtful lesson planning leads to high quality instruction for adult students. This principle is supported by experts in the field.

This guide works in two ways: (1) It provides clear descriptions of actual requirements, such as the five components to be included in any lesson plan, so that program directors and staff will know what is expected of them as DOE-funded programs. (2) It also provides base-line instruction on how to develop good lesson plans as well as templates and samples that teachers can try out. The templates and samples are offered not as required models but as suggestions, so that teachers can select or experiment with formats and styles that they find useful to create their own lesson plans.

As most readers are well aware, standards for student achievement have been at the center of K-12 educational reform for more than 20 years. Although adult basic education learning standards are relatively new, they follow the same goal of providing a structured approach for aligning curriculum, instruction, and assessment with curriculum framework standards and benchmarks. The adult basic education field in Massachusetts has taken part in the standards-based movement; in our case, experienced practitioners across the state developed ABE frameworks that describe what learners should know and be able to do to be successful in achieving their goals.

Aligning curriculum, instruction, and assessment with the Massachusetts ABE Curriculum Frameworks standards and benchmarks can have many benefits. For example, a program that has determined which Massachusetts Department of Education (MADOE) Curriculum Frameworks standards and benchmarks are covered by each class and how transitions are handled between classes has a basic curriculum in place–one that will provide new teachers with direction, make decisions about class placement and advancement much easier, and provide solid bases for each teacher's lesson planning.

Definition of Lesson Plan

The following definition was agreed upon by SABES and ACLS: "A Lesson Plan describes how learning is to be organized and facilitated in the classroom and documents specific plans for teaching. It is a written document composed of learning objectives that show alignment with the MADOE ABE Curriculum Frameworks as well as descriptions of all assessments, instructional activities, needed materials and resources, and wrap-up/reflection activities for a particular class or series of classes. Lesson plans may take a variety of forms."

Why do lesson plans?

Why not just follow a book, such as *Side by Side* or a GED test preparation manual, or "wing it" based on experience? Actually, many ABE teachers do not write lesson plans and instead rely on the imbedded curricula in commercial materials or just go with their gut. However, those teachers who *do* take the time to draw up lesson plans variously report the following advantages:

- *LPs stimulate teachers to consider more deeply what can and should be accomplished in a class.* All the elements of a great class--modeling, sequencing, reviewing, and checking--are more effective if planned for than left to chance.

- *LPs encourage the teacher to think more deeply on the specific needs of each student in the class.* Thus, the specific needs (which can change often) and learning styles of each student can be considered in planning, as well as the learning and teaching styles of the teacher.

- *LPs provide an excellent basis for discussion between peers, program director and teacher, and teachers and students.* For new teachers and veteran teachers alike, lesson plans provide good bases for improving program design, planning professional development, and sharing lesson goals with students and even involving them in planning classes.

- *LPs invite teachers to be innovative, to consider a variety of approaches, or try new things that might get better results.* Human beings, teachers included, get stuck in comfortable habits (i.e., "ruts"), and busy schedules tempt teachers to "wing it" rather than plan out a class. Time spent on lesson planning often leads teachers out of their ruts.

- *LPs help teachers be prepared, feel more confident, and deal better with surprises.* A good lesson plan can help a teacher feel grounded, more confident, and able to foresee challenges and students' questions. By the same token, with this grounding the teacher is better able to handle digressions and unforeseen challenges and, ironically, be more flexible.

- *LPs deepen the teacher's own knowledge and skills.* Thorough lesson planning can push a teacher to make certain she knows the content, understands how to apply the skills to be covered in the planned class or classes, and, after the class(es) assesses how things actually went.

- *LPs can be shared.* Written curriculum and lesson plans are forms of "captured wisdom" that can be shared with other teachers or adapted to fit another class level, so they don't have to start from scratch every class. They can also be given to help teachers new to the program (or new to teaching) a sense of what instruction is like in a specific program.

- *LPs provide a good record of what actually occurs in the classroom.* Such records can be kept on file to form the bases for future classes, or to help substitute teachers cover classes effectively.

What are the basic components of a complete lesson plan?

The following are guidelines from ACLS.

A written lesson plan:
- describes how learning is to be organized and facilitated in the classroom
- documents specific plans for teaching

To develop a lesson plan:
1. Determine what will be taught (both content and skills).
2. Formulate the learning objectives for the lesson (e.g., "at the end of the lesson, learners will...").
3. Match what will be taught to 1, possibly 2, of the most applicable benchmarks from the ABE Curriculum Framework (ELA, Math, or ESOL), and identify in the lesson plan. If continuing from a previously taught lesson, the benchmark could be the same as the prior lesson.

Lesson plans contain the following 5 components:

1. Learning objectives:
- Develop clear, measurable objectives to guide what will be taught, how learners will be evaluated.
- Communicate objectives to students at the beginning of class so purpose of the lesson is clear.
- Identify 1-3 objectives outlining what learners will be able to know/do as a result of the lesson.
- Reflect students' goals and assessed needs
- Align with the Massachusetts ABE Curriculum Frameworks, especially the standards and benchmarks.

2. Materials and Resources:
- Provide a range and variety of materials, including authentic materials to the extent possible (e.g., employment application, prescription for medicine, library card application).

3. Activities:
- Determine the steps of the activity and how long the activity(ies) will take.
- Create activities that are clear in focus, engaging and relate to learner interests.
- Use an introductory activity to get students engaged in the topic and connect to and assess their prior experience, and use that information to adjust the lesson if necessary.
- Manage "teacher talk" time so learners are active participants throughout the learning process.
- Make adjustments as needed for students' varied learning styles, learning issues/disabilities, or learners that may have greater knowledge/skill than classmates.

- Use (and list) the Framework benchmark(s) to ensure the activity illuminates the learning objective.
- Though brief, add enough detail so other teachers at the program might be able to use the lesson.

4. **Assessment:**
   - Use to plan and adjust for what will be taught in following lessons, and to provide feedback to learners.
   - Must directly measure whether each learning objective was met, and/or how well it was met.
   - Use a variety of assessment methods to capture learning, allow students with different learning styles to shine, and also so learners may monitor their own progress.

5. **Wrap up and Reflection for Students (and Teacher):**
   - Devise a way for learners to capture the high points (e.g., what is the goal for learners to take away from the lesson?)
   - Provide opportunities for learners to actively monitor their own progress.
   - Build in discussion time and ask learners to summarize what they learned or apply what they learned to other contexts in their life. Ask learners to evaluate the class or activities; ask for ideas for the next lesson. Make sure to allow time for students to process questions and their responses.
   - Reflect on the lesson: what worked well? Did any positive unintended consequences occur, to remember for the next time the lesson is used/adapted? What should be changed in the lesson to be more effective? What to remember about specific learners' needs/goals/accommodations for future classes?

How often should lesson plans be written?

According to the current *Guidelines for ABE Programs*, teachers must develop at least one lesson plan per class, per week. For example, for an ESOL II class that meets three times per week, the teacher should write at least one lesson plan designed to cover the three classes for the week. The plan must also address the five components required by ACLS, as described on the previous page.

The above guideline is the minimum, however. Program directors may decide on greater frequency for individual teachers needing more guidance.

II. DEVELOPING THE BASIC COMPONENTS OF A LESSON PLAN

As you will see in the sample lesson plans and templates provided in the Appendices, lesson plans can take a variety of forms. Any lesson plan, regardless of format, should contain at least the following five components:

1. Learning Objectives
2. Assessments
3. Activities
4. Materials and Resources
5. Wrap-up and Reflection

Let's consider each of these components in turn.

1. Learning Objectives:

Learning objectives are clear statements of what you want your students to know and be able to do as a result of the class or classes. They are written in a way that lend themselves to being assessed or measured (e.g., "Students will be able to name and describe the three branches of the federal government with 100% accuracy.") The knowledge and skills they reflect should connect to student interests, goals, and assessed needs, and be guided by the Massachusetts ABE Curriculum Frameworks, particularly the standards and benchmarks.

Keep the following in mind when developing Learning objectives for a class or series of classes.

- The content and skills expressed in the Learning objectives should reflect your students' interests, goals, and assessed needs (e.g., content such as "tenants' rights" or skills such as "learn to speak English better".)

- The content and skills should connect with one, possibly two, of the applicable benchmarks from the Massachusetts ABE Curriculum Frameworks (e.g., English Language Arts, Mathematics & Numeracy, ESOL). Note which benchmark(s) you plan to address in your lesson plan, either here, in your Activities section, or elsewhere in your plan.

- Each class meeting should comprise 1-3 Learning objectives, 3 at maximum. Any more than 3 will probably prove to be unrealistic in scope.

- Start with the stem "Students will be able to..." as a handy stepping off point (e.g., "Students will be able to name and describe the three branches of the federal government.") .

- Wherever possible, a learning objective should be stated in terms of measurable student outcomes (e.g., "Students will be able to name and

describe the three branches of the federal government <u>with 100% accuracy</u>", or "Students will be able to identify <u>at least two</u> non-prescription products that reduce fever.") Think of the objective in terms of a verb that will reflect what you wish students to be able to do by the end of the lesson (e.g., demonstrate, identify, list, name, describe, evaluate, etc.)

A good way to start conceptualizing Learning objectives for a particular class is to consider these "Framing Questions"[1]:

1. **What do I want my students to be <u>familiar</u> with?**

Content and skills that answer this question would require only the sharing of information–for example, the names of the planets in our solar system. Content and skills at this level might involve very simple activities, such as providing information on a handout, and might be assessed with a simple quiz.

2. What knowledge or skills do I think are <u>important</u> for my students to know or be able to do?

Content and skills that answer this question would require more complex objectives--for example, making certain that a student knows how to effectively use a calculator in a GED test might. Activities would go beyond sharing information to include perhaps in-class practice, small group work, and/or observed demonstrations by way of assessment.

3. What knowledge or skills do I think my students must <u>understand deeply and retain</u>?

At this level of learning, objectives for the class would be quite sophisticated--e.g., be able to navigate social service agencies to get a needed service. Activities might require a project-based approach, which could include research, planning, role plays, reporting, and--for assessment--demonstrations and/or peer critiquing.

4. How do the content and skills connect with the MA ABE Curriculum Frameworks standards/benchmarks?

Use the Curriculum Frameworks as either a starting point for lesson planning (e.g., where standards and benchmarks provide you with ideas) or as something to check against (e.g., where checking a draft plan against standards and benchmarks provides you with additional ideas.)

On the next page is a chart of "action verbs" that you can use in designing learning objectives so they will express the level of knowledge or skill, and even the specific kind of skill, that you want your students to demonstrate. Note that the verbs are grouped under headings that describe different kinds of learning outcomes.

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[1] Points 1-3 are adapted from Wiggins, Grant P. and Jay McTighe. *Understanding by Design.* Expanded 2nd Edition. Alexandria: ASCD Books, 2005.

TABLE OF "ACTION WORDS" FOR LEARNING OBJECTIVES[2]

Acquiring Knowledge	Enhancing Cognitive Skills	Developing Psychomotor Skills	Strengthening Problem-Finding and Solving Capabilities	Changing Attitudes, Values, Beliefs, and/or Feelings
To identify	To reflect	To demonstrate	To propose	To challenge
To list	To compare	To assemble	To practice	To defend
To define	To contrast	To adjust	To enhance	To judge
To describe	To catalogue	To install	To recognize	To question
To state	To classify	To apply	To clarify	To accept
To name	To examine	To operate	To determine	To share
To prepare	To evaluate	To detect	To decompose	To adopt
To recall	To forecast	To locate	To consider	To advocate
To express	To formulate	To isolate	To deconstruct	To bargain
To categorize	To investigate	To arrange	To fetter out	To cooperate
To chart	To modify	To build	To discover	To endorse
To rank	To organize	To conduct	To uncover	To justify
To distinguish	To plan	To manipulate	To select	To persuade
To explain	To research	To fix	To analyze	To resolve
To outline	To study	To lay out	To evaluate	To select
To inform	To translate	To perform	To search	To dispute
To label	To differentiate	To sort	To practice	To approve
To specify	To analyze	To construct	To construct	To choose
To tell	To compute	To draw	To simulate	To feel
To memorize	To devise	To employ	To employ	To care
To reproduce	To review	To design	To examine	To express
To recognize	To synthesize	To set up	To change	To reflect
To recite	To relate	To practice	To diagnose	To protest
	To group	To exhibit	To prioritize	To sort
	To estimate	To diagram		To control
	To edit			To value

To emphasize what has been conveyed about learning objectives thus far, consider these examples of weak and strong learning objectives. Note that the strong learning objectives contain both clearer and more meaningful action words and measurable criteria for acceptable performance.

WEAK LEARNING OBJECTIVES	STRONG LEARNING OBJECTIVES
Students will... 1. learn how to describe symptoms for illnesses. 2. know the names of the planets in our solar system. 3. be able to recognize the fifty states in the United States and their capitals. 4. become familiar with calling in sick at work.	Students will be able to... 1. identify at least two basic symptoms for three common illnesses with 100% accuracy. 2. write the names of the planets in our solar system with 80% accuracy. 3. state the names of the New England states and rank them by size with 100% accuracy. 4. orally differentiate between appropriate and inappropriate reasons for calling in sick and give at least one example of each.

Regarding the weak learning objectives, note that the action verbs--"learn," "know," and "become familiar with"--are vague in terms of what achievements are hoped for. And, there is no indication of how achievement will be measured. In contrast, the strong learning objectives state more clearly what is to be achieved and how achievement will be measured. Well-conceived learning objectives, therefore, make envisioning the assessments of a lesson a lot easier.

II. ASSESSMENT

Assessments are tools such as presentations, quizzes, projects, check-ins, observations or other instruments used to measure whether students have gained the new knowledge or acquired the skills described in the learning objectives.

It might be evident by this point that a strong learning objective will suggest its own activities and assessments. In fact, some experts in the field believe that planning assessments *before* activities is a very effective practice (Wiggins and McTighe, already cited.) Basically, the teacher considers how students will demonstrate that they have gained the knowledge or achieved the skill described in a given learning objective. For example, the learning objective "Students will be able to write the names of the planets in our solar system with 80% accuracy" would suggest a simple quiz by way of assessment. On the other hand, the learning objective "Students will be able to orally differentiate between appropriate and inappropriate reasons for calling in sick and give at least one example of each" would suggest a more complex assessment, perhaps an oral report or presentation, or a culminating debate between students or small groups.

If assessments are planned directly after learning objectives are laid out, planning activities becomes a kind of "filling in" between the learning objective and the assessment. In the second example above, if the teacher decides to require an oral report, she might logically include brainstorming, note taking, speaking practice, and/or creating a rubric among her activities for that class or series of classes.

Teachers should note that the Curriculum Framework benchmarks are a great source of assessment (and activity) ideas because they are written as indicators of acquired knowledge and skills and provide specific examples in the form of activities. For example, the ESOL CF includes a Speaking benchmark that learners will be able to "request and provide information with elaboration beyond the minimum" (*e.g. I want to learn English so I can…; I'm sneezing because I'm allergic to…).*

The table, *Matching Assessments To Objectives, Purpose, and Students,* is designed to help you design appropriate and effective assessments to determine if your students are meeting learning objectives. The table will also provide you with a sense of the variety of forms that assessments can take, for example:

- **selected response**: Test takers select a response from a list, as in True/False or multiple choice questions. There is "one right answer." Often quizzes and tests are made up of selected response questions.
- **constructed response**: Students create their own responses, such as providing an answer to a math problem, writing an essay, or performing a task.
- **authentic**: Use of real-life materials and tasks.
- **project-based**: Extended, multi-stage activities.

Following the table is a list entitled *Examples of "Authentic" Tasks and Assessments.*

MATCHING ASSESSMENTS TO OBJECTIVE, PURPOSE, AND STUDENTS

DESCRIPTION OF STUDENTS	OBJECTIVES FOR LEARNING	TYPES OF ASSESSMENT	NOTES
Very beginning English language s(ELLs)--i.e., "survival level"	Be able to write own name, names of family members, telephone number, address, etc.	Fill-in quiz	Very basic type of "constructed response"
		Blank questionnaire	More "authentic" - especially if a genuine questionnaire from local business or agency
		Develop personal information system– student selects media, design, additional information to include.	More "constructed response"; also more authentic
Mid-level ELLs	Be able use local clinic for health needs	Quiz matching words to definitions: multiple choice, T/F repeated?	Types of selected response
		Write information and set of bulleted notes to bring to office	Type of constructed response
		Role-play	More authentic, plus gets at social and fluency skills needed
		Call local clinic and set up an appointment for self, family member	Highly authentic, and project-based in style.
Pre-GED Math students	Be able to use geometric formulas	pre-GED workbook practice tests	Selected or constructed response, depending
		Practice tests plus Learning Log entries on how problems were solved, difficulties encountered, etc	Selected plus constructed response; critical thinking emphasized as well
		Measure surfaces in home and calculate areas or volumes (e.g., cubic feet of fridge)	Authentic
		Same, but calculate amount of paint needed to cover a wall	Authentic, plus more critical skills involved
GED test preparation students	Be able to write a good 200 word essay with few if any errors	Teacher applies GED writing rubric to drafts	Draft essays are constructed response
		Students develop own rubric, apply rubric to drafts	Deeper understanding of task, plus more buy-in; peer/self-assessment, plus critical thinking
		Write essay based on a controversy in recent news, students apply rubric	Authentic, constructed response; peer/self-assessment, promotes self-direction

EXAMPLES OF "AUTHENTIC" TASKS & ASSESSMENTS

- ☐ Making audio tapes to practice/check fluency
- ☐ Anecdotal records of outside work
- ☐ Book reports*
- ☐ Drawings and diagrams
- ☐ Favorite authors report
- ☐ Field trip reports
- ☐ Interviews
- ☐ Inventories of workplace items
- ☐ Investigations or research
- ☐ Journals
- ☐ Learning logs, reading logs
- ☐ Lists of books read
- ☐ Models with descriptions
- ☐ Open-ended problems
- ☐ Photographs and documentation
- ☐ Problem-solving activities
- ☐ Progress Reports
- ☐ Project reports
- ☐ Research papers
- ☐ Developing rubrics
- ☐ Self-evaluations
- ☐ Simulations
- ☐ Skits and role plays
- ☐ Student-selected best work: Portfolios**
- ☐ Teacher observations with rubric
- ☐ Writing samples
- ☐ Video tapes
- ☐ Work samples

*This activity and most others can take many forms: personal responses; summaries of main ideas; written or oral form; study circle or small group activity.

**This activity and similar ones can be in written form, collected in e-form, put on disk, or expressed/reported using PowerPoint.

III. ACTIVITIES

The Activities in a lesson plan are descriptions of planned instructional work. To reiterate, the process recommended in this Guide invites the teacher to create Learning objectives aligned with the Curriculum Frameworks standards and benchmarks, as well as other aspects of the Frameworks, then devise assessments to match the learning objectives, and finally to "fill in" the activities that would help students to gain the desired new knowledge and acquire the desired new skills. In practice, this process stimulates a kind of dialog in the teacher's mind among the different lesson plan elements, which often lead to refinements and additions.

For example, a teacher might initially set out a learning objective for very basic ESOL students to be able to orally report important information on each of their family members (name, age, gender, allergies to certain mediations, and so forth). However, after considering assessments, it might occur to her that being able to write that information accurately would be highly important for, say, job applications or health clinic questionnaires. She therefore amends the learning objective and assessment, and very probably adds new activities, to support the added requirement for writing skills.

Regarding the activities themselves, it might be helpful to consider the following general categories:

▪ Warm-Up Work: Activities that establish a safe environment for subsequent learning--e.g., asking for an oral recap of the last class, or two things learned during the past week. A simple task listed on the board could also allow students who arrive early (or on time!) to use that time profitably.

▪ Opening Activity: Stage-setting sorts of activities that ask what students already know about a new topic are respectful of their prior knowledge and experience. They also connect the new information to students' interests and own experience, and give the teacher important information about how to present information and at what level, depending on prior knowledge. These activities could be recaps, brainstorms, or free writes.

▪ Main Activities: These descriptions may be in list, outline, or even narrative form. They should have an obvious connection to the learning objectives and lead logically to assessments. Including an estimation of time needed for each activity will lead to more realistic planning. They should give enough information so they might be followed by another person not teaching the class (e.g., an observer, substitute, or new teacher.)

Learning activities should also be designed to accommodate different learning styles and strengths among learners as well as differing levels of prior knowledge and ability.

INSTRUCTIONAL STRATEGIES COLLECTED FROM
MASSACHUSETTS ABE TEACHER'S LICENSE APPLICANTS

- **Ice breakers:** building trust; orienting newcomers; sharing knowledge and experiences.
- **Boardwork or newsprint:** introducing content, collecting responses; student and teacher demonstrations of writing or math.
- **Modeling:** demonstrating a process; sharing examples of good written work or, conversely, common challenges.
- **Intervention:** stepping into an ongoing process to facilitate, resolve impasses.
- **Drills:** direct teaching sight words, critical symbols (e.g. for poisonous substance), multiplication tables,
- **Small group work:** performing tasks or solving problems together, perhaps grouping by skill level; practicing roles, such as reporter or facilitator.
- **Brainstorming:** drawing from students' own knowledge and experience; group planning for projects.
- **Prioritizing, categorizing lists:** getting at main ideas and supporting ideas; planning a writing draft.
- **Active listening:** to others, to tapes; note-taking; asking questions; taking dictation; warming up for reading passages aloud.
- **Active reading:** note-taking; predicting; using context clues; asking questions.
- **Active viewing:** to movies, TV programs, role plays or demos; note-taking; asking questions.
- **Process writing:** developing/prioritizing ideas, generating support, outlining, critiquing (one on one or in groups), drafting, editing, proofreading, publishing.
- **Oral presentations:** reporting on personal or group responses to class; summarizing personal experience or results of research.
- **Games:** jigsaw exercises to find critical content; drawing or following maps to specific destinations; find/resolve the grammar/mechanics/calculation error.
- **Manipulatives:** math blocks and rods; build words, sentences, or paragraphs from pieces.
- **Debate:** express/support personal or group opinion; compare positions; refute/defend positions.
- **Projects:** multi-stage learning events, such as researching new content and eventually reporting or writing findings/conclusions.
- **Role-plays:** simulating a real-life situation, such as a job interview.
- **Peer work:** working together; mentoring; listening and responding; critiquing.
- **Learning stations:** setting up skills and content areas (reading, math) to allow diversity, spontaneous grouping, and kinetic movement.
- **Field trips/guest speakers:** going to or drawing from community resources.
- **Overhead transparencies, LCD projection:** sharing materials; sharing real-time responses (with marking pens and keyboard, respectively)
- **Computer technology:** Web-based research; interactive learning sites; developing PowerPoint slideshows or Excel spreadsheets.
- **Reflective activities:** free writing, journal writing, with non-judgmental feedback from teacher.

IV. WRAP-UP/REFLECTION:

Wrap-up and Reflection activities have many important purposes in the overall lesson:

- They are important ways to help students summarize what they have learned and for teachers to determine what's been accomplished or not been accomplished. Asking students to summarize what they have learned helps them to synthesize and retain new knowledge.
- The time devoted to wrap-up can encourage learners to consider ways they can apply newly-learned skills to other areas of their lives.
- These activities will also give students a sense that they are genuinely making progress, which is continually mentioned among thinkers and researchers as a critical element for promoting learner persistence and lifelong learning.
- Building in regular time for summarizing and reflecting give students practice in these important critical thinking skills and the Habits of Mind described throughout the Curriculum Frameworks.
- It is also the time to discover whether students are still unsure of something, or especially excited to know more about something, which will point the way for the next class.

After the teacher reviews the students' own responses to the lesson, she might consider doing some self-reflecting of her own: What activities worked best? Was the time anticipated for each activity adequate? Did the students actively engage in the lesson? Where there any unintended consequences that occurred? Where do I go from here?

Beginning on the next page are two documents--*Reflection Ideas and Prompts for Students* and *Post Class Reflection Questions for Teachers*--to help teachers design useful Wrap-up/Reflection activities. These are simply collections of ideas and techniques; no one should feel that they have to "do them all."

Reflection Ideas and Prompts for Students

"We do not learn by doing, but from reflection upon our doing." Prof. Robert L. Sinclair

- Reflection is an active, not a passive exercise.
- Ask learners to summarize, synthesize, apply, or extend their learning within a particular lesson.
- One sure way to stimulate student participation in reflection exercises is to read what they write or draw and to respond.
- Response can be one on one, or addressed to an entire class. E.g. *"After reading everyone's reflections, it was clear that we need to review graphing terms."*

Simple whole-class reflection questions:

- What worked well in today's class? What did not work well in today's class?
- List three things you want to remember about today's class
- How could today's class have been more effective?
- Explain what was new to you today. [Use pictures, numbers and/or words.]
- [For basic ESOL Students, ask to complete following:] Today I learned…   I really liked working on…   I had trouble with…

Deeper whole-class reflection questions:

- How might you use [new knowledge, new skill] outside of this classroom?
- Give an example of when it might be useful to [use newly learned skill, apply newly acquired knowledge]
- [Useful for ESOL Students:]
    - The most interesting part of today's class was….
    - Three things I learned that I never knew before were…..
    - The least interesting part of today's class….

Application practice:

- Present a similar problem to those discussed in class, and ask students to explain in words, numbers, or pictures how they would solve the problem.
- Present a 'dilemma' related to the day's lesson and ask students to respond to it-- e.g. "If we doubled the length and the width of the rectangle, would the area double? Why/why not?" OR "When is 10% larger than 50%?"
- Present an outside-of-school situation and ask learners what new knowledge or skills they might use in that situation.

Post Class Reflection Questions for Teachers

Learning Objectives:
- Did your students achieve the lesson objectives? How do you know?
- Were the objectives specific enough for you to be able to measure learning?
- If the students did not meet the objectives, do you want to carry them over to the next lesson and/or change them?
- Did you look at the Frameworks when forming your learning objectives? Were they matched to the right standards/benchmarks?

Curriculum/Content:
- What topics unexpectedly emerged and how did you handle that?
- What knowledge and skills did you assume students had in going into this lesson? Were your assumptions correct?

Materials and Resources:
- How did the use of materials help students acquire the knowledge and skills being developed in this lesson?
- Going forward, could use of authentic materials be incorporated into instruction?

Lesson Design/Activities:
- How did you incorporate Frameworks standards/benchmarks into the lesson? Did the lesson allow enough practice/application to achieve the standards/benchmarks?
- Was the lesson sufficiently balanced in terms of giving students opportunities to practice multiple skills? (speaking & listening, critical thinking, etc)
- Did the activities engage learners in a focused topic of interest? Why/why not?
- Were activities chunked sufficiently to facilitate skills/knowledge acquisition?
- Were activities sufficiently designed to support learning outcomes, especially more sophisticated kinds of outcomes, such as supporting a personal opinion?
- How did you build in review into your lesson?
- Who talked during the lesson and how much? Why or why not?
- Did students actively participate in the lesson, why/why not?
- How did you address students' varied learning styles, learning issues/disabilities, or learners that may have greater knowledge/skill than classmates

Assessment/Evidence of Learning/Next Steps
- What tools did you use to capture learning, give feedback to learners and/or inform your instruction?
- In what areas did students improve per these tools?
- How well did the activities work and why?
- What does the assessment data tell you about the design of the next lesson?
- How did you enable the students to capture the high points or summarize or apply what they learned?
- How were students engaged in evaluating the lesson and giving input for the next lesson?

V. MATERIALS AND RESOURCES

Listing the materials and resources that will be needed for a class, whether it be a simple photocopy or a piece of equipment, will make lesson planning more efficient and the class run more smoothly.

Use authentic materials suggested by your students' interests wherever possible. For example, using an employment application from a local business will be more meaningful for students that a generic application photocopied from a workbook. By the same token, newspaper articles, public information documents, newsletters from their children's schools will usually be more relevant, and motivating, to adult students than materials assigned from, say, a commercially-produced reader.

On the next page is a chart adapted from Caffarella, 2002 (already cited) to provide examples of different kinds of resources and materials.

SAMPLE INSTRUCTIONAL RESOURCES

CATEGORY	RESOURCES
Printed Materials	- handouts - articles - pamphlets - books - worksheets - graphic organizers - workbooks - reference lists - students' writing
Visual Aids	- overheads - graphs - manipulatives - storyboards - charts & tables - posters - slides - chalk/whiteboards, newsprint - photographs - maps - diagrams - pictures
Audio-Visual	- videotapes & disks - audiotapes & CDs - Television - LCD projections
Computer-Based	- websites - email, listservs - threaded discussions, chat rooms, bulletin boards - PowerPoint slideshows - computer conferencing - interactive learning sites
People	- guest (onsite) - social service reps (offsite) - other students

APPENDIX A

LESSON PLAN TEMPLATES

Provided on the following pages are templates of lesson plans adapted from those used at programs across the state. These are templates only, not required models. You can choose to use one of these, or pieces of different templates that fit your particular style or needs, or another template that you research or develop on your own. (Choosing, adapting, or creating a new template would be an excellent professional development activity for individual teachers or whole programs.) Just be sure that whatever format you decide on includes the basic components described in this Guide.

Weekly requests collected from student(s):

Lesson Plan Outline

Selected Student Request(s):

Learning Objectives:

CF Standards/Benchmarks:

Materials/Resources:

Introduction:

Practice:

Assessment:

Wrap-Up/Reflection:

Strategies used for multi-level students:

Adapted from submission by Center for New Americans (Northampton)

Teacher:	Class Level: GED Writing	Date:
Frameworks/Benchmarks:		
Topics:		Related Student Goals:
Learning Objectives: Students will be able to:		Materials/Resources:
Introduction:		
Activities:		
Evidence of Learning (Assessment):	Wrap-up/Reflection:	
Comments:		

Adapted from submission by Operation Bootstrap (Lynn)

Level 2 / ESOL Lesson Plan

Day:

Topic/Themes:

Grammar Points:

Frameworks Connections:

Warm up:

Activity 1 (introduction of new material/review):

Activity 2 (speaking, pair work/group work):

Activity 3 (listening, pair work/class):

Activity 4 (reading/writing, pair work/class):

Activity 5 (wrap up):

<u>Notes</u>:

Expressed student interest:

Area(s) of reinforcement/review:

Incomplete activities:

Miscellaneous:

Adapted from submission by Vietnamese-American Civic Association (Boston)

Lesson Plan Template

Program:	Class/Teacher:	Date:	
Framework(s):	**Strands:**	**Standards:**	**Benchmarks: Main focus:** **Related benchmarks:**
Learning Objectives	**Enabling Activities**		**Evidence of Learning (Assessments)**
Materials/Resources:			
Wrap-up/Reflection:			

Adapted from submission from Lowell Public Schools

Full Week Template

Class Level   Week of

| Learning Objectives:
Students will be able to:

Assessment: (on-going visual and auditory)

Texts/Materials/Resources

Wrap-Up/ Reflection: | Topics:

Grammar Points:

Activities:
Monday:

Tuesday:

Wednesday:

Thursday: | Framework Standards and
Benchmarks:
    Including Applied Learning Skills

Notes: |

Adapted from submissions from L'Alianza Hispana.

Lesson Plan for:		
	Date(s):	
Learning Objectives		Materials, etc
	CF Standards/Benchmarks:	
Assessment		
Activities		
Wrap-Up/ Reflection		
Notes & Checks		

Adapted from SABES training materials.

APPENDIX B

SAMPLE LESSON PLANS

On the pages that follow are several Sample Lesson Plans. As you will note, they use several of the templates provided in Appendix A. The content of each plan has been provided by Massachusetts ABE teachers or adapted from their submissions. Examples of both single class and whole week plans have been provided; in practice, however, many "single class" plans end up covering two or more class meetings.

These samples are provided for guidance to programs and teachers and are not meant as mandatory models.

SAMPLE LESSON PLAN #1

ESOL II (SPL 3-5)

> **Weekly requests collection from student(s):** More about health. What is needed
> for entry-level hospital work, nursing?

Selected Student Request(s): personal health information

Learning Objectives:
- Students will be able to add three new traits re personal health to their evolving personal
  biographies in writing logs.
- Students will be able to write a paragraph of at least three sentences that will accurately
  summarize a short written article.
- Students will be able to add at least two new vocab words to their writing logs.

CF Standards/Benchmarks:
- ESOL: scan and extract relevant information from a simplified or adapted text; read aloud
  short simple sentences with minor accent.
- ESOL: apply knowledge of EL structure and mechanics to read, comprehend text.
- Check Health Framework about importance of acquiring and applying new vocabulary
  related to health symptoms.

Materials/Resources:
- Flash cards with Cue words for paraphrasing/summarizing
- Handout: Which words do you know?
- Handout: Doctor's Office/Hospital

Introduction:
- Go over this lesson plan as overhead or on newsprint. Ask for questions, additions, etc.

Practice I:
- Ask for volunteers: "Tell in your own words something you learned from the Florence
  Nightingale piece."
- Talk about paraphrasing, quoting, summarizing.
- Pass out Cue Cards. Have students read aloud: "The author states that..." "This article is
  about..." "The main ideas of the article were..." Etc.
- Ask for 2-3 volunteers to use Cue Words to generate a one-sentence paraphrase.

Practice II:
- Small groups: Handout, Which words do you know? Ask group leader to report all words
  known, not known, defined by other groups is possible; collect words not known by anyone
  on board. New list.

- Small groups: Handout, Doctor's Office/Hospital. Ask new group leaders to report answers to questions, words and phrases known/not known. Share, collect. New list.

Assessment:
- Listen for contributions to paraphrases.
- Review writing logs for new words.
- Homework: Add new traits to biographies, check next week.

Wrap-Up/Reflection:
- We covered a lot today: Can someone "summarize" some of the things we learned? What do we need to spend more time on?

Strategies used for multi-levels:
- Be alert for those who should take Handouts home and work on them.
- set up time to go over responses f2f.
- Also, move students who need more support into groups with self-directed students.

Adapted from materials provided by Ludlow Area Adult Learning Center

Sample Lesson Plan #2

Lesson Plan for Pre-GED Math Class (GLE 4-8)		
		Materials, etc.
Learning Objectives	By participating fully in this class, student will be able to*:* ■ *apply perimeter formulas for squares and rectangles in GED word problems with 80% accuracy.* ■ *use calculators to perform basic perimeter calculations with 80% accuracy.* ■ *apply one or more of these new skills to real world applications.*	*Learning Logs* *Pencils, paper, large erasers* *Calculators*
Activities	■ *Review: ask for student volunteer to explain square perimeter formula on board, based on previous class work. [10 mins.]* ■ *Practice model as group on board. [10 mins.] using problems 2-6, check work with calculators. (Assign Litoya as facilitator, or volunteer?) [30 mins.]* ■ *Repeat above for rectangles; use problems 7-9 for group practice. [50 mins.]* ■ *Whole class works together on real application: How much materials needed for tablecloth w/ 6-inch fringe for front desk. [35 mins.]*	*Cracking the GED, p. 433, 440, 442.* *"Tricky Prepositions" for non-native speakers in the class* *Answer key* *Tape measure*
Wrap-up/Reflect	■ *Ask: "What formulas were reviewed today?"* ■ *"Why are the formulas for squares and rectangles different?"* ■ *"How might you use these formulas at home or work?" [30 mins. or remaining time]*	
Assessment	■ *If ready, hand out problems 10, 13, 15, and 16, fifteen minutes. Self-check with calculators.* ■ *Picture problem: Frame for poster, length in inches.* ■ *Share results with whole class, identify problem areas.*	*Answer key. Picture, portrait*
Notes & Checks	■ *Need to practice with reverse problems, e.g., where area is given and one or more side measurements are asked for.* ■ *Remember to set aside time for learning log! Keep forgetting that. (Volunteer needed for 5-minute warning?)* ■ *Remind group on erasers, calculators.*	
Connections to CFs: *ABE Math Framework Standard 5G-4.2.1 – Know formulas for perimeter, area, and volume; Also, Core Concepts: problem-solving, reasoning; Guiding Principle: lifeskills, tech. Habits of Mind: reflection.*		

Developed by SABES CACs Team

Sample Lesson Plan #3

Teacher:	Class Level: GED Writing, GLE 8+	Date: Sept. 20

Frameworks/Benchmarks: ELA CF
- *W2.4a, use quotation marks and apostrophes*
- *W2.4d, use expanded vocabulary with increasing frequency and precision (homonyms)*
- *CT1.1b, 1.2a, 1.2b, 1.3a – relate new information to prior knowledge, group new and prior knowledge, use new and prior knowledge in situations involving opinion (ie, no "right answer")*

Topics:	Related Student Goals:
- *Critical thinking discussion on elections, parties* - *GED test grammar hot spots*	- *Interest in elections* - *concerns about grammar on GED*

Learning Objectives: Students will be able to:	Materials/Resources:
- *orally describe the primary system and the two-party system with 80% accuracy.* - *identify apostrophes in printed text and explain their functions with 80% accuracy.* - *define what "homonyms" are and explain why they are important to identify for competent reading and writing.*	- *Steck-Vaughn Language Arts, Writing Workbook* - *Newspaper articles with "election" headlines and stories*

Introduction:
- *Talk about class attendance, being on time!*
- *Warm-up: Discuss election results, historical implications of Republican or Democratic candidate being elected. Why do we have a primary system?*
- *Correct homework, review of comma rules and usage*
- *Introduce Apostrophes and Homonyms*

Activities:
Part One:
- *Ask, What do you know about apostrophes?*
- *Are there other situations involving apostrophes that we haven't identified in discussion?*
- *Go back to homework page 3: Please circle all apostrophes.*
- *In pairs, highlight apostrophes in newspaper articles; reporter be ready to provide page#, article name, column etc., read sentence aloud and explain why apostrophe was used.*

Part Two:
- *Has anyone heard of a "homonym"? Can anyone define?*
- *Why are they important for good reading and writing?*
- *Go to pages 212-215; ask, Can anyone identify homonym use in sentences? Oral.*
- *Ask, what might this look like on the GED?*

Part Three:
- *Independent exercise, page 216, #s 1-4*
- *Check answers*
- *Discuss strategies for test.*
- *Just for fun (and review): Read A Short Homonym Story in pairs.*

Evidence of Learning (Assessment):	Wrap-up/Reflection:
▪ *collect, review apostrophe homework* ▪ *check independent exercise work on homonyms individually* ▪ *conduct oral quiz on primary system, two-party system, 3 or more volunteers* ▪ *Ask, "Do we need more parties? Why/why not?"*	▪ *Students write points of new knowledge on board.* ▪ *Teacher asks, "Is there something here that you still don't understand? Need more information or examples?"*

Comments:
Mostly review, not many level 5 benchmarks covered yet. Make overheads of homework pages for next time, many couldn't follow quick oral corrections.

Adapted from content provided by Brockton Adult Learning Center.

APPENDIX C: SAMPLE SCORING RUBRICS

Learning objectives that involve critical thinking or application of sophisticated skills, such as arguing for a position in a class debate, invite the use of constructed response assessments. Many of these types of assessments are task based and/or involve a judgment of evaluation from the teacher. For this reason, scoring rubrics are a highly useful tool in making certain that these kinds of assessments are based on objective criteria rather than subjective feelings or personal taste. This section contains several sample rubrics, beginning with the rubric used by official scorers of the GED writing essay and ending with a simple rubric designed with students for scoring readings from plays. Sharing rubrics with students–or even better, designing in collaboration with them–deepens their understanding of the knowledge and skills that informs the work to be assessed.

A note on the second rubric: This rubric was adapted from the Arlington (VA) Education and Employment Program's ESOL writing assessment so that this excellent tool could also be used in pre-GED/GED classes.

Assessment of Oral English Usage

Student Name: _____
Date: _____

Using this assessment can help you monitor your students' use of oral English in class.
Put a check (✔) in the box that best describes your students English usage in class

Task	Rarely	Sometimes	Often	Comments
1. Student listens closely to teacher and classmates.				
2. Student summarizes what is said in class.				
3. Student asks for information.				
4. Student gives information.				
5. Student gives opinions.				
6. Student agrees or disagrees.				
7. Student asks for clarification.				

GED ESSAY SCORING GUIDE (RUBRIC)[3]

	1	2	3	4
	Inadequate	Marginal	Adequate	Effective
	Reader has difficulty identifying or following the writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader understands writer's ideas.	Reader understands and easily follows the writer's expression of ideas.
Response to the Prompt	Attempts to address prompt but with little or no success in establishing a focus.	Addresses the prompt, though the focus may shift.	Uses the writing prompt to establish a main idea.	Presents a clearly focused main idea that addresses the prompt.
Organization	Fails to organize ideas.	Shows some evidence of an organizational plan.	Uses an identifiable organizational plan.	Establishes a clear and logical organization.
Development and Details	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations.	Has focused but occasionally uneven development; incorporates some specific detail.	Achieves coherent development with specific and relevant details and examples.
Conventions of Edited American English (EAE)	Exhibits minimal or no control of sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Generally controls sentence structure and the conventions of EAE.	Consistently controls sentence structure and the conventions of Edited American English (EAE).
Word Choice	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.

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[3] Downloaded from Hhttp://missouricareereducation.org/pd/GED/EssayScoringGuide.docH (1/29/2008)

A WRITING RUBRIC

[Adapted from the REEP Writing Rubric of the Arlington Virginia Public Schools by the Jamaica Plain Adult Learning Program, Boston, Massachusetts; not to be used for official REEP scoring purposes]

S	CONTENT & VOCABULARY	ORGANIZATION & DEVELOPMENT	SENTENCE STRUCTURE	GRAMMAR & MECHANICS	VOICE
6	▪ longer than others while still focused on topic ▪ sophisticated* vocabulary choices ▪ good knowledge of idioms* and specialized terms	▪ clear essay structure with multiple paragraphs ▪ ideas are well developed and supported ▪ ideas are connected sequentially* and logically	▪ applies a variety of sentence structures with ease and effectiveness ▪ sentences show a personal writing style ▪ mostly free of errors	▪ exhibits* skills at or near the "final edit" level	▪ earns reader trust ▪ persuasive and even moving ▪ clear personal style
5	▪ addresses whole task with a lot of content ▪ a variety of vocabulary choices ▪ very small number of errors	▪ one or more developed paragraphs, with main idea and supporting details ▪ some form of essay structure (intro, body, conclusion) is noticeable	▪ applies a variety of sentence structures ▪ very few errors ▪ attempts sophisticated* structures, such as passive or conditional, perhaps with errors	▪ uses periods, commas, capitals and so forth with very few if any errors ▪ spelling mostly accurate, even with unusual vocabulary	▪ highly interesting, even persuasive ▪ noticeable personal style
4	▪ addresses whole task with an adequate amount of content ▪ vocabulary includes some good word choices ▪ meaning is completely clear, despite some errors	▪ uses detail for support or examples ▪ one or more well-developed ideas ▪ indicates paragraphing, though grouping or sequencing* of ideas might not be effective	▪ control of basic structures is obvious ▪ attempts compound and complex sentences, though perhaps with errors	▪ uses punctuation and capitals with few errors ▪ uses commas with few errors ▪ spelling mostly accurate	▪ exhibits* sense of purpose, passion ▪ strong engagement ▪ provides opinions, viewpoints
3	▪ focuses on part of the task with just enough content ▪ functional vocabulary, but not yet sophisticated* ▪ meaning is generally clear despite some errors	▪ very basic level of detail ▪ some info is irrelevant* ▪ no sequencing*, or sequencing not effective ▪ might indicate awareness of how to form paragraphs	▪ sentence structures are basic (simple present or past) but sometimes error free ▪ can use adverbials (because, if) and correlating conjunctions (and, but, so)	▪ applies punctuation regularly, though with some errors ▪ uses capitals, but with some errors ▪ applies commas mostly accurately ▪ some spelling errors	▪ emerging voice ▪ engages audience at some level ▪ some personalization
2	▪ focuses on part of the task but with very little content ▪ includes irrelevant* info ▪ meaning is not clear because of errors in word choice or usage	▪ thought pattern exists but difficult to follow; ideas not connected, or logical	▪ some sentences are whole, but structure is basic, repetitive, or copied from task	▪ knows some grammar and spelling, but frequent errors distract, or obscure* meaning ▪ punctuation is used, but sometimes inaccurately ▪ invented spelling	▪ aware that an audience is being addressed
1	▪ most info hard to understand ▪ not focused on task ▪ very basic vocabulary, repeats	▪ not yet coherent*	▪ uses only or mostly fragments or phrases ▪ structure errors obscure* sentence meanings	▪ does not use or understand basic mechanics ▪ handwriting/spelling obscures meaning	▪ not evident

*GLOSSARY OF TERMS

- **"sophisticated"** here means that word choices or sentence structures are more complex and specific than those used in informal conversations.
- **"idioms"** are words or phrases that come into a language from repeated use by people; there are no rules for them. E.g. In American English we say "get on the bus" rather than "get in the bus". The only reason we use "on" is that people have used that word repeatedly over the years.
- **"irrelevant"** here means "not relevant"; that is, the information does not *relate to* or *fit* the main topic of the piece of writing.
- **"sequentially"** means that ideas or information are put in an order that easy for the reader to follow.
- **"coherent"** means that a statement or a piece of writing makes sense, that it is not confusing or the meaning hard to understand.
- **"exhibits"** means that the reader can see that whatever is being "exhibited" (for example, a skill of some kind) is really there.
- **"obscure"** means that the meaning of a statement or piece of writing is not clear to the reader, just as a window curtain might "obscure" a view.

Analytic Scoring Rubric for Writing Assessment with ESOL Students

Domain Score	Composing	Style	Sentence Formation	Usage	Mechanics
4	Focuses on central ideas with an organized and elaborated text	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader	Standard word order, no run-on sentences, completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions	Standard inflections (e.g., plurals, possessives, -ed, -ing with verbs, and -ly with adverbs), subject-verb agreement (we were vs. we was) standard word meaning	Effective use of capitalization. Punctuation, spelling, and formatting (starting a new paragraph)
3	Central idea, but not as evenly elaborated and some digressions	Vocabulary less precise and information chosen less purposeful	Mostly standard word order, some run-on sentences or sentence fragments	Mostly standard inflections, agreement, and word meaning	Mostly effective use of mechanics; errors do not detract from meaning
2	Not a focused idea or more than one idea, sketchy elaboration, and many digressions	Vocabulary basic and not purposefully selected; tone flat or inconsistent	Some non-standard word order, run-on sentences and word omissions (e.g., verbs)	Some errors with inflections, agreement and word meaning	Some errors with spelling and punctuation that detract from meaning
1	No clear idea, little or no elaboration, many digressions	Not controlled, tone flat, sentences halted or choppy	Frequent non-standard word order, run-on sentences and word omissions	Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc.)	Misspells even simple words; little formatting evident

ACCIDENT REPORT RUBRIC ACTIVITY

Introduction: Students can be involved in a writing project from conception through assessment. For example, the class could design a rubric for judging the quality of a particular writing product: a letter, essay, descriptive paragraph…or accident report. Many adults find themselves confronted with the task of writing some form of an "accident report" in their lives, whether they are driving a city bus or loading boxes in a warehouse or taking care of children at a day care center or driving in their own cars.

Our Task: Using the empty table below and working in small groups, design a rubric for judging the quality of an accident report. You'll need to envision different <u>categories</u> to help assessors focus on different aspects of the report and benchmarks to distinguish different <u>levels of quality</u>. Divide or add columns/rows as you see fit.

	Content		Grammar	
3			▪ nearly all proper nouns are spelled correctly ▪ few errors, and none obscures meaning	
2	▪ people's full names are provided in most cases ▪ most locational details are provided			
1				

ACCIDENT REPORT

I was driving down Morton Street the other morning and I was hit by a white car. I had just left off a lot of passengers. She hit us really hard. It was her fault and she admitted it.

She hit the bus on the other side from the door, which was lucky because I could still operate the door and keep going on my route.

The name of her insurance company is State Farms. I gave her our office number and she's going to call in. A policeman came and said he would make a report, so that's good.

DRAMATIC READING RUBRIC
Developed by Linda Delman
Haverhill County House of Corrections

	EXCELLENT	GOOD	FAIR	NEEDS WORK
PRONUNCIATION ACCURACY	▪ VERY FEW PROBLEMS IF ANY ▪ EASY TO UNDERSTAND	▪ SOME PROBLEMS ▪ EASY TO UNDERSTAND	▪ SOME PROBLEMS ▪ DIFFICULT TO UNDERSTAND	▪ MANY PROBLEMS ▪ VERY DIFFICULT TO UNDERSTAND
VOICE INFLECTION	▪ ENHANCED UNDERSTANDING OF COMMUNICATION ▪ CONFIDENT TONE	▪ SOME MISSED CUES ▪ EASY TO UNDERSTAND, CONFIDENT	▪ MANY MISSED CUES ▪ DIFFICULT TO UNDERSTAND	▪ DIFFICULT TO UNDERSTAND ▪ DIFFICULT TO HEAR
EXPRESSION	▪ NO MISSED CUES ▪ COMMUNICATES MEANING CLEARLY, CONFIDENTLY	▪ SOME MISSED CUES ▪ GOOD USE OF GESTURES, EYE CONTACT	▪ MANY MISSED CUES ▪ SOME USE OF GESTURES, EYE CONTACT	▪ DIFFICULT TO HEAR ▪ NO COMMUNICATION, CONFUSED
FLUENCY	▪ SMOOTH PACE ▪ NO PAUSES	▪ MINOR DIFFICULTY MAINTAINING PACE ▪ SOME PAUSES	▪ DIFFICLTY MAINTAINING PACE ▪ MANY PAUSES	▪ MANY STOPS & STARTS ▪ LONG PAUSES