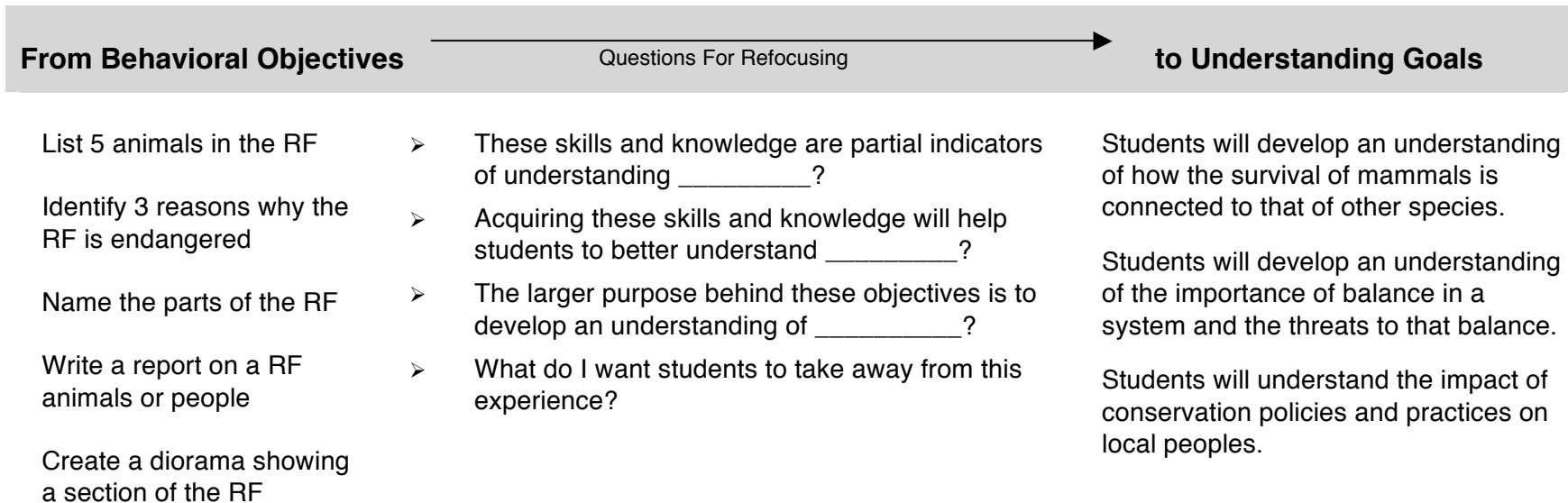
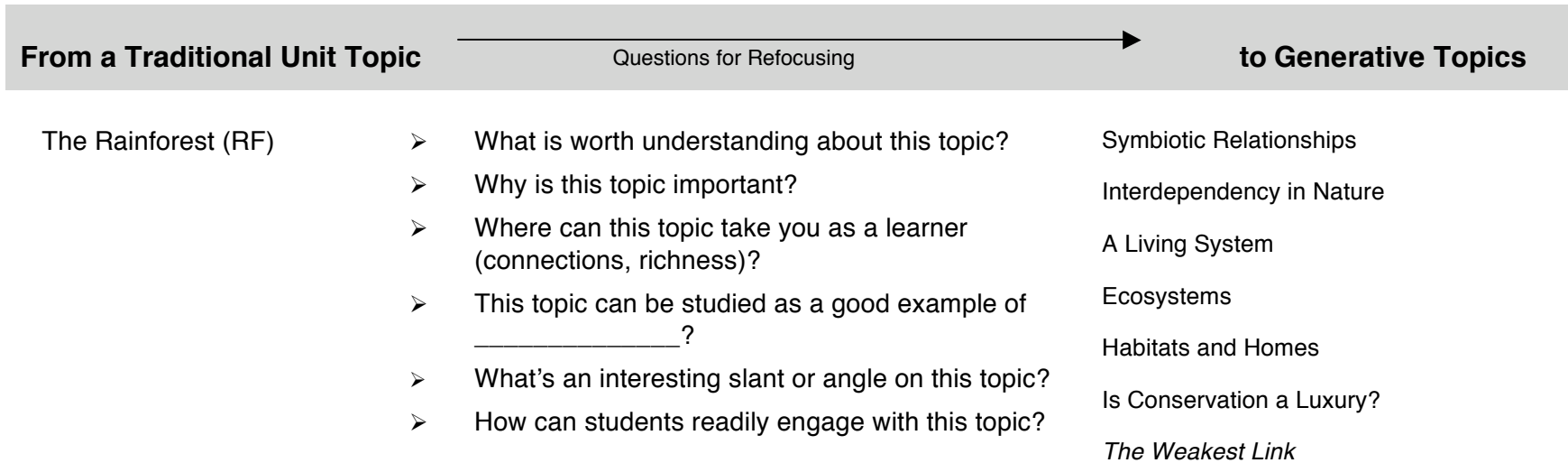


Re-Focusing Instruction on Understanding



From Activities/Lessons	Questions For Refocusing	to Performances of Understanding
<p>Read books about RF</p> <p>Write a report about the RF</p> <p>Draw pictures of the RF</p> <p>Write poems about the RF</p> <p>Build a RF in the classroom</p>	<ul style="list-style-type: none"> ➤ Can students do this activity/lesson without really understanding? ➤ What kinds of thinking are required to do these activities? ➤ Do these activities help students to confront and work through issues that are particularly challenging with regard to understanding this topic? ➤ What foundational knowledge and understanding need to be built in order for students to do these activities with understanding? ➤ How do these activities relate to what it is I want my students to understand? ➤ Does this activity allow students to both develop and demonstrate their understanding? 	<p>List everything you can that your life, livelihood, and enjoyment depend on over the course of a given day.</p> <ul style="list-style-type: none"> + Research and create a diagram showing all of the things one RF animal comes into contact with and depends on in a day. + Compare & contrast what you depend on with what a RF animal does. <p>Write an essay comparing the RF to a Calder mobile, a mathematical equation, and a tightrope walker. Explain which of these makes the best analogy.</p>

From Evaluation	Questions For Refocusing	to Formative, Ongoing Assessments
<p>Create a RF diorama</p> <p>Write a report on a favorite RF animal</p> <p>Take a test on the RF</p>	<ul style="list-style-type: none"> ➤ What can each understanding performance tell me about what students do and do not understand? ➤ How can I find out if students' misconceptions and stereotypes are changing? ➤ How can I provide opportunities for students to show me and others what they understand? ➤ What is student work telling me about what students understand? ➤ How can I give students feedback on their progress toward developing understanding? ➤ How can I help students to self-assess? 	<p><u>Identify the problems and difficulties of understanding</u> exhibited by students in their work and offer responsive lessons or individual coaching.</p> <p><u>Provide feedback</u> for students on where their essays indicate clear understanding, partial or possible understanding, and possible confusion.</p> <p>Have <u>students reflect</u> on their progress in reaching the unit goals. Collect & present evidence to support their assessments.</p> <p>Continually <u>monitor misconceptions, errors, and overgeneralizations</u> and then design lessons that compel students to challenge these.</p>