

## General Scoring Guide for Short Answer Questions

### Score Description

- 2**
- Demonstrates a thorough understanding of the aspects of the case that are relevant to the question
  - Responds appropriately to all parts of the question
  - If an explanation is required, provides a strong explanation that is well supported by relevant evidence
  - Demonstrates a strong knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question
- 1**
- Demonstrates a basic understanding of the aspects of the case that are relevant to the question
  - Responds appropriately to one portion of the question
  - If an explanation is required, provides a weak explanation that is supported by relevant evidence
  - Demonstrates some knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question
- 0**
- Demonstrates misunderstanding of the aspects of the case that are relevant to the question
  - Fails to respond appropriately to the question
  - Is not supported by relevant evidence
  - Demonstrates little knowledge of pedagogical concepts, theories, facts, procedures, or methodologies relevant to the question

No credit is given for a blank or off-topic response.

Case History: 7-12

**Directions:** The case history is followed by a short-answer sample question.

**Mr. Payton**

**Scenario**

Mr. Payton teaches world history to a class of thirty heterogeneously grouped students ages fourteen to sixteen. He is working with his supervisor, planning for his self-evaluation to be completed in the spring. At the beginning of the third week of school, he begins gathering material that might be helpful for the self-evaluation. He has selected one class and three students from this class to focus on.

**Mr. Payton's first impression of the three students**

**Jimmy** has attended school in the district for ten years. He repeated fifth and seventh grades. Two years older than most of the other students in class and having failed twice, Jimmy is neither dejected nor hostile. He is an outgoing boy who, on the first day of class, offered to help me with "the young kids" in the class. He said, "Don't worry about me remembering a lot of dates and stuff. I know it's going to be hard, and I'll probably flunk again anyway, so don't spend your time thinking about me."

**Burns** is a highly motivated student who comes from a family of world travelers. He has been to Europe and Asia. These experiences have influenced his career choice, international law. He appears quiet and serious. He has done extremely well on written assignments and appears to prefer to work alone or with one or two equally bright, motivated students. He has a childhood friend, one of the slowest students in the class.

**Pauline** is a withdrawn student whose grades for the previous two years have been mostly C's and D's. Although Pauline displays no behavior problems when left alone, she appears not to be popular with the other students. She often stares out the window when she should be working. When I speak to Pauline about completing assignments, she becomes hostile. She has completed few of the assignments so far with any success. When I spoke to her counselor, Pauline yelled at me, "Now I'm in trouble with my counselor too, all because you couldn't keep your mouth shut!"

**Mr. Payton's initial self-analysis, written for his supervisor**

I attend workshops whenever I can and consider myself a creative teacher. I often divide the students into groups for cooperative projects, but they fall apart and are far from "cooperative." The better-performing students, like Burns, complain about the groups, claiming that small-group work is boring and that they learn more working alone or with students like themselves. I try to stimulate all the students' interest through class discussions. In these discussions, the high-achieving students seem more interested in impressing me than in listening and responding to what other students have to say. The low-achieving students seem content to be silent. Although I try most of the strategies I learn in workshops, I usually find myself returning to a modified lecture and the textbook as my instructional mainstays.

## **Background information on lesson to be observed by supervisor**

Goals:

- To introduce students to important facts and theories about Catherine the Great
- To link students' textbook reading to other sources of information
- To give students practice in combining information from written and oral material
- To give students experience in note taking

I assigned a chapter on Catherine the Great in the textbook as homework on Tuesday. Students are to take notes on their reading. I gave Jimmy a book on Catherine the Great with a narrative treatment rather than the factual approach taken by the textbook. I told him the only important date is the date Catherine began her reign. The book has more pictures and somewhat larger print than the textbook.

I made no adaptation for Burns, since he's doing fine. I offered to create a study guide for Pauline, but she angrily said not to bother. I hope that Wednesday's lecture will make up for any difficulties she might experience in reading the textbook.

### **Supervisor's notes on Wednesday's lesson**

Mr. Payton gives a lecture on Catherine the Great. First he says, "It is important that you take careful notes because I will be including information that is not contained in the chapter you read as homework last night. The test I will give on Friday will include both the lecture and the textbook information."

He tape records the lecture to supplement Pauline's notes but does not tell Pauline about the tape until the period is over because he wants her to do the best note taking she can manage. During the lecture, he speaks slowly, watching the class as they take notes. In addition, he walks about the classroom and glances at the students' notes.

### **Mr. Payton's follow-up and reflection**

Tomorrow the students will use the class period to study for the test. I will offer Pauline earphones to listen to the tape-recorded lecture. On Friday, we will have a short-answer and essay test covering the week's work.

Class notes seem incomplete and inaccurate, and I'm not satisfied with this test as an assessment of student performance. Is that a fair measure of all they do?

### ***Sample Question***

In the introduction to the lesson to be observed, Mr. Payton briefly mentions the modification he has or has not made for some students. Review his comments about modifications for Jimmy and Burns.

- For each of these two students, describe ONE different way Mr. Payton might have provided a modification to offer a better learning situation for each.
- Explain how each modification could offer a better learning situation. Base your explanation on principles of varied instruction for different kinds of learners.

### **Sample Response That Received a Score of 2:**

For Burns who is a bright, independent learner, providing him the opportunity to take extra responsibility for mastering challenging material and figuring out how to help his classmates understand it might help him to be more open and positive in his classroom behavior. For example, he might use more complex materials to access information, or might create a program using technology to share his knowledge and insights with others. For Jimmy, Mr. Payton might have a conference with him to find out how he was expected to learn social studies in the past and why he is so accepting of failing social studies. This conference may lead to a strategy such as the use of information presented visually or orally, or the use of graphic organizers to access information, or an alternate means of demonstrating his understanding if written assessments are part of the problem.

### **Sample Response That Received a Score of 1:**

Jimmy is a very interesting student to consider. He has a history of failure, and seems to accept the fact that he may fail again. However, he seems quite outgoing so he might be willing to try if approached right. I think the first thing Mr. Payton could do would be to sit down and talk with him. He needs to try to figure out why Jimmy failed in the past. He might ask him if he has any ideas about how he learns best—and things teachers have had him do that don't help him. Then, with this information, Mr. Payton might be able to come up with some approaches based on Jimmy's learning style. If Jimmy says he hates to read, Mr. Payton needs to find a way for him to access the information other than reading! Another thing Mr. Payton might do is adjust what he expects Jimmy to learn. Jimmy says he has problems with "a lot of dates and stuff." But he may be interested in other aspects of history—why people did the things they did, for example. By tailoring the study of history to aspects that might be more appropriate for Jimmy, Mr. Payton might have a better chance of helping Jimmy succeed.

### **Sample Response That Received a Score of 0:**

I think the modification he should make for both students is to be much clearer about what the expectations of the course are. Sometimes students are tuned out or bored because they just don't know what is expected of them. Maybe Mr. Payton needs to post his expectations prominently in the room so that both of these students can see what is expected. The expectations also need to indicate what is required for passing, so that Jimmy and Burns will know what the limits are.