

Learning Theories and Models of Instruction Pre-assessment

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OTL502 – Learning Theories and Models of Instruction

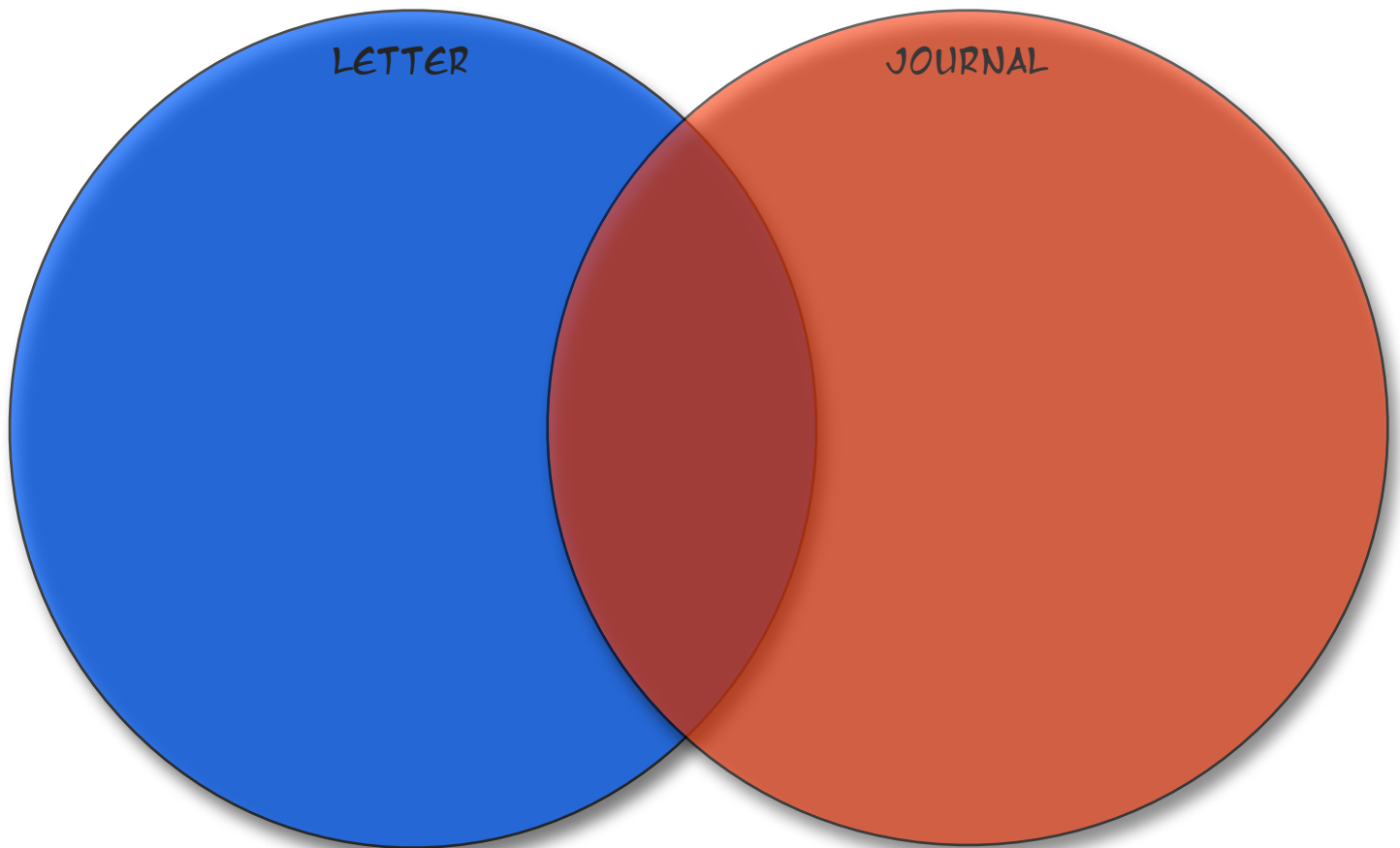
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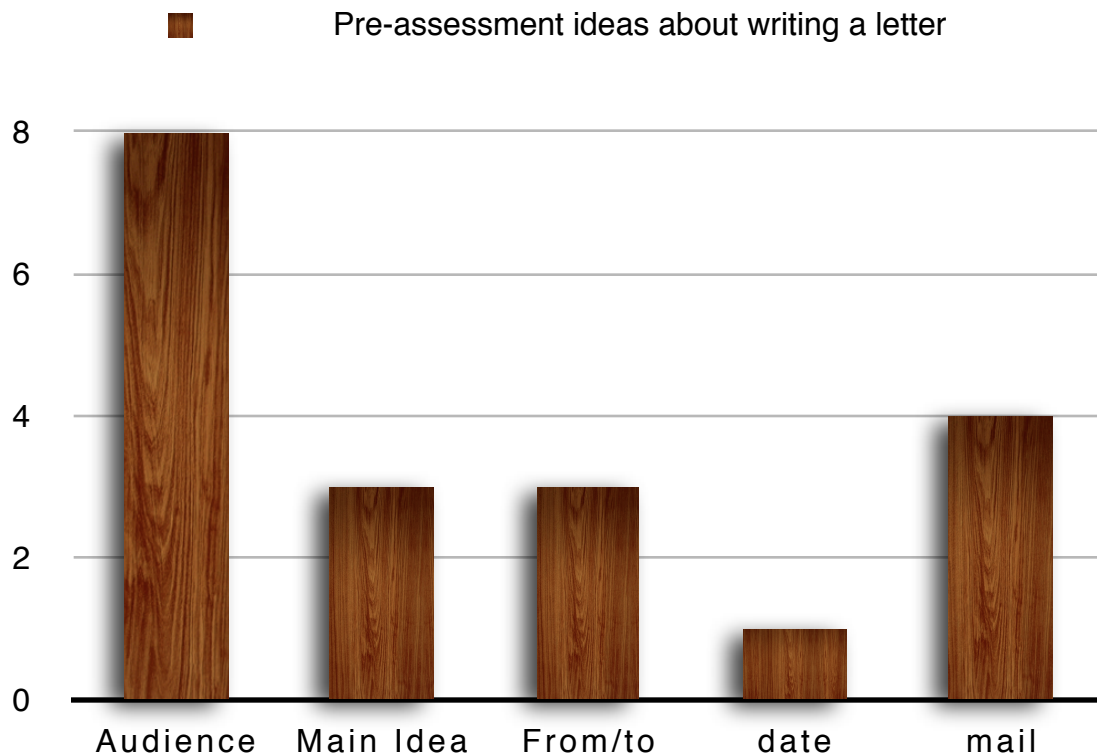
Pre-Assessment Venn Diagram

Make a Venn Diagram comparing and contrasting two types of writing. They will think about the styles, parts, audience, and why people would choose each type of writing. They will think of at least four things for each of the three sections. What is exclusively a letter? What is exclusively a journal, and what do they share? Sometimes the best way to understand how to write in a letter format is to see what is not a letter format for comparison.



Chart

This chart represents the students that mentioned one of these main points about letter writing after assessing them with the Venn Diagram. These are the elements of a letter the students know about before the class. Audience represents any student that understood that we were writing to a particular person in a letter. Main Idea represents the students that understood that a letter is something we use to talk about ourselves, ask about someone, or invite someone to an event. From/to represents the students that understood we use words like from/to as part of the letter format. Date represents the students that understood a letter should have the date on it. And mail represent those students that understood that a letter is something we send through the mail.



Rubric for Proficiency

The rubric was a three-tier Analytic Rubric to better pinpoint the ideas the students should be able to convey with their assignment. The assignment asked them to write a letter using one of the four choices of topics.

	Limited	Acceptable	Proficient
Style	The letter sometimes uses the parts of a letter correctly.	The letter mostly uses the parts of a letter correctly.	The letter uses the parts of a letter (heading, greeting, body, closing and signature) correctly.
Spelling & Punctuation	There are more than 6 misspelled words and/or punctuation problems.	There are 2-6 misspelled words and/or punctuation problems.	There are less than 2 spelling and/or punctuation problems.
Content	The letter uses little first person language and/or the events are out of order.	The letter mostly uses first person language and the events are mostly in order.	The letter uses first person language and events are in order.
Audience	The letter doesn't show understanding of who the audience is.	The letter shows understanding of the audience most of the letter, but changes audience once or twice.	The letter shows complete understanding of who the audience is.

Process

I decided to chose letter writing because it is an important subject that has been lost to the younger generations and I think I have an opportunity to make something students find irrelevant, relevant. I chose to use the pre-assessment idea of a Venn Diagram because I think one way to get children thinking about something is to get them thinking about what it isn't. They can use the knowledge they already learned about journal writing and think critically about how they are different, which will highlight the import parts of a letter. Once I administered the pre-assessment it was clear that my students had forgotten or never learned the detailed part of a letter, but the had a pretty good idea of the main purpose of a letter. In the rubric, I wanted to make sure I was clear about the letter style elements in order to let them better understand that the style of a letter is high on the list of important characteristics to letter writing. I think when I focus on those elements in the class, they will be able to fill in their current knowledge by building up the knowledge they are lacking, this way they can master the style of letter writing.

References

Goodwin, Bryan & Hubbell, Elizabeth R. (2013) The 12 Touchstones of Good Teaching: A Checklist For Staying Focused Every Day [E-reader version]. Retrieved from <http://www.amazon.com/The-Touchstones-Good-Teaching-Checklist/dp/1416616012>