

**MAKES SENSE STRATEGIES TOOLKIT PROFESSIONAL DEVELOPMENT
ASSESSMENT FOR TEACHERS**

Makes Sense Strategies Toolkit Professional Development

Assessment for Teachers

1. Analyzing learning standards to identify information structures

Based on your teaching assignment, identify six dissimilar learning standards from the Alabama Course of Study that you will be addressing. Analyze each of these six standards and determine the type of information structure (e.g., hierarchic, cause/effect, compare/contrast, sequence) that would be most appropriate for addressing the standard and provide a brief rationale for your selection.

Sample response...

8th grade science standard: *Describe characteristics common to living things, including growth and development, reproduction, cellular organization, use of energy, exchange of gases, and response to the environment.*

Information structure: *I selected HIERARCHIC as the information structure because the standard basically calls for “list and describe” form of information. Each of the topics identified in the standard (e.g., reproductive processes”) could serve as a main idea and the specific details associated with reproductive processes could be listed as essential details associated with that main idea.*

2. Locating appropriate Organizer *SMARTsheet* resources from the *Makes Sense Strategies Toolkit* that are appropriate for teaching targeted learning standards associated with your teaching assignment

There is a specific section on the *Makes Sense Strategies Toolkit* titled “**Organizer *SMARTsheets*”**. The following activity focuses on just the Smart Sheets found in this part of the MSS Toolkit.

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Based on your teaching assignment, identify two different learning standards where use of the **Hierarchic** Smart Sheets would be appropriate for use when teaching the standard. For each standard, note the standard, the name of a different **Hierarchic** Smart Sheet you would use when addressing that standard, and a brief rationale addressing why you think that particular Smart sheet would be appropriate for teaching it.

Learning Standard	Name of hierarchic Smart Sheet	Brief rationale for selection
1.		
2.		

Based on your teaching assignment, identify two different learning standards where use of the **Compare/Contrast** Smart Sheets would be appropriate for use when teaching the standard. For each standard, note the standard, the name of a different Compare/Contrast Smart Sheet you would use when addressing that standard, and a brief rationale addressing why you think that particular Smart sheet would be appropriate for teaching it.

Learning Standard	Name of Compare/Contrast Smart Sheet	Brief rationale for selection
1.		
2.		

Based on your teaching assignment, identify two different learning standards where use of the **Cause/Effect Smart** Sheets would be appropriate for use when teaching the standard. For each standard, note the standard, the name of a different Cause/Effect Smart Sheet you would use when addressing that standard, and a brief rationale addressing why you think that particular Smart sheet would be appropriate for teaching it.

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Learning Standard	Name of Cause/Effect Smart Sheet	Brief rationale for selection
1.		
2.		

Based on your teaching assignment, identify two different learning standards where use of the ***Sequence Smart*** Sheets would be appropriate for use when teaching the standard. For each standard, note the standard, the name of a different Sequence Smart Sheet you would use when addressing that standard, and a brief rationale addressing why you think that particular Smart sheet would be appropriate for teaching it.

Learning Standard	Name of Cause/Effect Smart Sheet	Brief rationale for selection
1.		
2.		

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3. Locating *Essential Understanding SMARTsheet* resources from the *Makes Sense Strategies Toolkit* that are appropriate for teaching targeted learning standards associated with your teaching assignment

There is a specific section on the *Makes Sense Strategies Toolkit* titled “***Essential Understandings SMARTsheets***”. The following activity focuses on just the Smart Sheets found in this part of the MSS Toolkit.

Based on your teaching assignment, identify two different learning standards (not previously used on above assignments) where use of the ***Essential Understandings Smart Sheets*** would be appropriate for use when teaching the standard. For each standard, note the standard, the name of a different ***Essential Understandings Smart Sheet*** you would use when addressing that standard, and a brief rationale addressing why you think that particular Smart sheet would be appropriate for teaching it.

NOTE: There is a range of different subcategories of *Essential Understandings Smart Sheets* (e.g., Literature, Writing, History / Science Generative Ideas, Math, Project-based Learning, etc.). Smart Sheets from any of these that are appropriate for addressing the standards you selected may be used).

Learning Standard	Name of Essential Understandings Smart Sheet	Brief rationale for selection
1.		
2.		

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4. Composing effective prose for graphic organizers and designing effective applications for use at the “BEFORE” (beginning of a lesson) stage of instruction.

- a. Develop a completed sample of a Smart Sheet to be used at the beginning of your lesson -- Based on your teaching assignment, identify a specific learning standard, select a Smart Sheet from *any* portion of the *Makes Sense Strategies Toolkit*, and develop a completed sample of how the visual tool should look at completion of the instructional activity intended to take place at the beginning of your lesson. Make sure that the information you note on your completed sample reflects the following characteristics:
- Information is accurate
 - Prose that appears on the Smart Sheet addresses essential-to-know information pertaining to the targeted learning standard
 - Information appears as bullets that capture the essence of the idea (not paragraphs)
 - Font size is readily readable
 - Information written in student-friendly language
 - Smart Sheet is complete (important textboxes such as the “*So what? What’s Important to Understand about this?*” textbox at the bottom of many of the Smart Sheets is not left blank)
- b. Note the instructional steps you would follow when using the above Smart Visual at the beginning of the lesson; be sure to address:
- Purpose of the activity (e.g., to review prior learning, to pre-teach new vocabulary, to provide assess students’ background knowledge, to provide an advance organizer, etc.)
 - Specific steps you would follow when using the above Smart Sheet sample you developed.
 - Be sure to that your series of instructional steps for using the Smart Sheet at the beginning of your lesson reflect high-levels of student engagement.

5. Composing effective prose for graphic organizers and designing effective applications for use “DURING” (during the heart of the lesson).

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- a. Develop a completed sample of a Smart Sheet to be used during the heart of your lesson -- Based on your teaching assignment, identify a specific learning standard, (different from any previously targeted), select a Smart Sheet from *any* portion of the *Makes Sense Strategies Toolkit*, and develop a completed sample of how the visual tool should look at completion of the instructional activity intended to take place during the heart of your lesson. Make sure that the information you note on your completed sample reflects the following characteristics:
- Information is accurate
 - Prose that appears on the Smart Sheet addresses essential-to-know information pertaining to the targeted learning standard
 - Information appears as bullets that capture the essence of the idea (not paragraphs)
 - Font size is readily readable
 - information written in student-friendly language
 - Smart Sheet is complete (important textboxes such as the “*So what? What’s Important to Understand about this?*” textbox at the bottom of many of the Smart Sheets is not left blank)
- b. Note the instructional steps you would follow when using the above Smart Visual during the heart the lesson; be sure to address:
- Purpose of the activity (e.g., to teach important content, develop reading skills, writing, skill, etc.).
 - Specific steps you would follow when using the above Smart Sheet sample you developed.
 - Be sure to that your series of instructional steps for using the Smart Sheet during the heart your lesson:
 - reflect high-levels of student engagement
 - reflect use of scaffolded assistance (gradual release)

6. Composing effective prose for graphic organizers and designing effective applications for use “AFTER “(at the end of the lesson).

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- a. Develop a completed sample of a Smart Sheet to be used during the heart of your lesson -- Based on your teaching assignment, identify a specific learning standard, (different from any previously targeted), select a Smart Sheet from *any* portion of the *Makes Sense Strategies Toolkit*, and develop a completed sample of how the visual tool should look at completion of the instructional activity intended to take place at the end of your lesson. Make sure that the information you note on your completed sample reflects the following characteristics:
 - Information is accurate
 - Prose that appears on the Smart Sheet addresses essential-to-know information pertaining to the targeted learning standard
 - Information appears as bullets that capture the essence of the idea (not paragraphs)
 - Font size is readily readable
 - Information written in student-friendly language
 - Smart Sheet is complete (important textboxes such as the “*So what? What’s Important to Understand about this?*” textbox at the bottom of many of the Smart Sheets is not left blank)

- b. Note the instructional steps you would follow when using the above Smart Visual at the **end** of the lesson; be sure to address:
 - Purpose of the activity (e.g., to review important content, to have students debate and assign priorities to specific ideas, (*Priority-Share*), to address Essential Questions about the Smart Sheet, etc.).
 - Specific steps you would follow when using the above Smart Sheet sample you developed.
 - Be sure to that your series of instructional steps for using the Smart Sheet during the heart your lesson:
 - reflect high-levels of student engagement
 - reflect use of scaffolded assistance (gradual release)

7. Reflection

Identify and explain THE most import idea you encountered while viewing videos about the *Makes Sense Strategies Toolkit*. What made this idea so important to you?