

ANALYSIS OF CLASSROOM ASSIGNMENT

Title of assignment: _____ Subject: _____
Teacher's Name: _____ Date: _____

Is the work:

In-class assignment ____	Homework ____	Individual assignment ____
Group/partner work ____	First draft ____	Revised work ____

1. What is the assignment asking students to do?
(Ex. Define vocabulary words, write/recall factual information, write sentence/paragraph/essay, analyze content, compare/contrast topics, synthesize sources/points of view, create, evaluate, etc.)

2. What general academic and content knowledge will the student need to complete the assignment?
(Ex. Academic English vocabulary, content-specific Spanish vocabulary, elements of a story, background knowledge of reading/writing genre, what a ruler is, etc.)

3. What skills will the student need to complete the assignment?
(Ex. Compare and contrast in writing, analytical listening skills, decoding non-fiction 4th grade level, inference, sharing opinion orally based on text evidence, etc.)

4. What general academic and content knowledge will students gain as a result of the assignment?
(Ex. Academic English vocab, content-specific Spanish vocab, what dialogue looks like, background knowledge of reading/writing genre, what a triple beam balance is, etc.)

5. What skills will students gain as a result of the assignment?
(Ex. Adding integers, writing a coherent paragraph, synthesizing multiple sources, how to use a ruler, writing dialogue, etc.)

6. How does the assignment draw out or engage with who the students are?
(Ex. Cultural practices, linguistic practices, personal interests, life experiences, etc.)

7. How does the assignment accommodate a variety of learners?
(Ex. Language learners of all levels, learning styles (creative, practical, analytic), readiness, interests, etc.)

8. What aspects of the assignment require critical thinking? Describe.

Next Steps:

Based on the information above, define next steps for improving your assignment.

ANALYSIS OF CLASSROOM LESSON

Title of lesson: _____

Subject: _____

Teacher's Name: _____

Date: _____

Describe the curriculum the lesson comes from.

(Scripted, scripted with modifications, TC, school-created, teacher-created, etc.)

9. What is the lesson asking students to do?

(Ex. Define vocabulary words, write/recall factual information, write sentence/paragraph/essay, analyze content, compare/contrast topics, synthesize sources/points of view, create, evaluate, etc.)

10. What general academic and content knowledge will the student need to complete the lesson?

(Ex. Academic English vocabulary, content-specific Spanish vocabulary, elements of a story, background knowledge of reading/writing genre, what a ruler is, etc.)

11. What skills will the student need to complete the lesson?

(Ex. Compare and contrast in writing, analytical listening skills, decoding non-fiction 4th grade level, inference, sharing opinion orally based on text evidence, etc.)

12. What general academic and content knowledge will students gain as a result of the lesson?

(Ex. Academic English vocab, content-specific Spanish vocab, what dialogue looks like, background knowledge of reading/writing genre, what a triple beam balance is, etc.)

13. What skills will students gain as a result of the lesson?
(Ex. Adding integers, writing a coherent paragraph, synthesizing multiple sources, how to use a ruler, writing dialogue, etc.)
14. How does the lesson draw out or engage with who the students are?
(Ex. Cultural practices, linguistic practices, personal interests, life experiences, etc.)
15. How does the lesson accommodate a variety of learners?
(Ex. Language learners of all levels, learning styles (creative, practical, analytic), readiness, interests, etc.)
16. What aspects of the lesson require critical thinking? Describe.

Next Steps:

Based on the information above, define next steps for improving your lesson.