

# How did previous decisions in lesson design and delivery impact student demonstration of learning?

TO WHAT DEGREE WAS EACH AND EVERY STUDENT SUPPORTED BY...	Successful Standard/Skill: <i>Math 8.EE.B.5</i>	Challenging Standard/Skill: <i>Math 8.NS.1</i>
	SUPPORT OFFERED...	SUPPORT OFFERED/GAP...
<b>LEARNING CONTEXT</b> <i>Why learn?</i>	<i>I shared the value of understanding connections between proportional relationships and told them how we were going to use this skill to compare graphs tomorrow.</i>	<i>I never told the students why they were learning this.</i>
<b>LEARNING OUTCOME</b> <i>What learn?</i>	<i>At each transition, students were asked to refer to the standard and remind each other what they were learning, how they would know they learned it, and when they would use it.</i>	<i>I just told the students that we were learning about rational numbers and never shared what to do with them.</i>
<b>LEARNING PROCESS</b> <i>How learn?</i>	<i>While practicing this skill, students worked in groups and had specific roles. After they practiced together, they applied independently.</i>	<i>Because I looked at this as a vocabulary lesson (what is a rational number?) I just explained and then had them fill out a worksheet on what a rational number is.</i>
<b>LEARNING DEMONSTRATION</b> <i>How show?</i>	<i>They worked together to make sure they were clear on how to apply the skills. They checked on each other after they attempted to do this on their own.</i>	<i>The students learned the definition of rational numbers. I never gave them feedback. It wasn't clear to me what they did or didn't know until the end-of-unit assessment.</i>
<b>LEARNING APPLICATION</b> <i>How use?</i>	<i>They shared with each other their understanding of how they will use this skill tomorrow during graphing.</i>	<i>I taught this skill as a topic without connecting it to work we did before. Students were never asked to apply the skill except on the test.</i>
<b>LEARNER'S ROLE</b>	<i>I supported my students to gradually take responsibility through group work and when ready independent application.</i>	<i>My students listened to me explain what a rational number is and then filled out the worksheet.</i>
<i>How will I share this information before, during, and after the lesson?</i>	<i>I used the lesson transitions to have students remind each other what they were learning, how they would know they learned it, and when they would use it.</i>	<i>It was difficult for my students to own this learning because I didn't clearly share my decisions about what they were learning, how they would know they learned it, and when they would use it.</i>