

# Appendix D:

## Converting criterion-deficient assignments to criterion-referenced assignments

---

The first table below contains real examples of criterion-deficient assignments (modified only for clarity and conciseness). We suggest steps that can easily improve the assignments and make them more effective for training. The second table contains real examples of criterion-referenced assignments.

Table 1. Examples of criterion-deficient assignments and how they can be improved

Criterion-deficient assignment	Steps to improve	Why is the criterion-referenced assignment more effective for training?
<p><b>Online Activity #11D</b></p> <p><i>Classroom Organization:</i> Design a diagram of your “ideal” K – 3 classroom.</p> <p><i>Do not create this assignment on the computer. Instead, create the assignment by hand and submit the assignment as a “scanned copy” in the assignment in Blackboard Vista. The assignment will be graded for neatness as well as completeness.</i></p>	<p>Few teachers ever get to teach in their ideal classroom, so asking them to design one in an open-ended way is simply unrealistic. A more realistic approach that allows for more productive feedback is to establish parameters:</p> <ul style="list-style-type: none"> <li>■ the number of students,</li> <li>■ their age,</li> <li>■ their behavioral needs,</li> <li>■ the layout and resources available in the classroom.</li> </ul> <p>Require that teacher candidates explain why they made the design decisions they did, and how they would modify the classroom design for different specified classroom activities (e.g., storytime, group work stations).</p>	<p>With common parameters and specified classroom activities, the instructor can determine whether teacher candidates are proposing realistic designs and effective strategies for the different classroom activities, avoiding pitfalls such as blocked sightlines, poorly placed storage space and so on.</p>

Criterion-deficient assignment	Steps to improve	Why is the criterion-referenced assignment more effective for training?
<p><b>Online Activity #2D</b></p> <p><i>Oral Language Development: Submit two-page paper describing how you learned to read.</i></p>	<p>Beyond the fact that a teacher candidate may not recall how she learned to read, the recollection could be of no relevance to how she should teach others.</p> <p>Any one of a variety of other assignments could be viable substitutes to motivate candidates as they begin to learn about reading instruction:</p> <ul style="list-style-type: none"> <li>■ Present a case study that describes a young student struggling to read and ask what the candidate hopes to learn about to help resolve the student's problems</li> <li>■ Write a report on the ways in which family actions and activities can support reading</li> </ul>	<p>Even these relatively non-technical assignments will provide knowledge useful to the teacher candidate and set the stage for instruction on the more technical aspects of reading instruction.</p>
<p><b>Child assessment/Running records</b></p> <p><i>Assessment is an integral part of teaching and learning that is used to inform and direct instruction. Students will select and complete at least one running record (depends on reading level) and/or other early literacy assessments for a child. (Student must be able to read at least Level A books). Administer and score the assessment(s) using forms provided in class.</i></p>	<p>Because this assignment is based on students that teacher candidates select from their field placement, the instructor has no way to verify that their assessment results are correct. Instead, the assignment should:</p> <ul style="list-style-type: none"> <li>■ Provide a video or recording of a student reading for use in the candidate's assessment</li> <li>■ Ask teacher candidates to base recommendations on their results from the assessment.</li> </ul>	<p>The new assignment lets the instructor quickly evaluate both the teacher candidates' ability to diagnose reading challenges and to make appropriate recommendations.</p> <p>Having all teacher candidates respond to the same student lets the instructor discern how well each teacher candidate understands and applies the assessment and interprets its results.</p>
<p><b>Lesson plans</b></p> <p><i>Develop a lesson plan. (1) a history lesson plan (2) an economics lesson plan or (3) a government lesson plan. Include modifications for one of the special student groups; English language learners, dyslexia, gifted or attention deficit.</i></p>	<p>Rather than allowing the teacher candidate to choose any subject area and the type of modification, the instructor should:</p> <ul style="list-style-type: none"> <li>■ Specify the standards and content area that the lesson plan should address.</li> <li>■ Specify the type of special student groups for which modifications should be made.</li> <li>■ Provide videos, sample work, and/or written descriptions of the students in the special student group to narrow down the students' specific needs.</li> </ul>	<p>Limiting the scope of the content lets the professor efficiently compare the work across teacher candidates to determine who has a strong grasp of the material and who may need additional training in teaching the standards and making appropriate accommodations.</p>

<b>Criterion-deficient assignment</b>	<b>Steps to improve</b>	<b>Why is the criterion-referenced assignment more effective for training?</b>
<p><b>Teaching reading paper</b></p> <p><i>Participants will complete and submit a 5-to-10 page paper which discusses the topic “How to teach reading” paper. We will discuss this paper in class and you will be provided with opportunities to discuss this piece with others. A rubric is available in your coursepack.</i></p>	<p>This open-ended assignment may cause some teacher candidates to propose and reinforce incorrect approaches to teach reading.</p> <p>Instead, ask teacher candidates to:</p> <ul style="list-style-type: none"> <li>■ Summarize the “big five” components of effective reading instruction from the National Reading Panel.</li> <li>■ Offer examples of how they might implement a strategy related to each of the “big five” in a first-grade classroom using a specified book.</li> </ul>	<p>Asking teacher candidates to summarize research-backed techniques can help them internalize what they’ve learned.</p> <p>Asking that they apply these techniques in a specific context ensures that the candidates are capable of using their knowledge in practice.</p> <p>Limiting the scope of the content by specifying the reading components and the book lets the professor efficiently compare the work across teacher candidates to determine who has a strong grasp of the material and who may need additional training in teaching reading.</p>

Table 2. Examples of criterion-referenced assignments

<p><b>Final Project</b></p> <p><i>To complete this assignment, you will watch a teaching video clip and complete a lesson plan form and reflection paper based on the teaching video clip observed. First, you will write a six-step lesson plan using the Lesson Plan Form provided by the instructor in the “Assignments” section on Blackboard. The lesson content should be based on the video clip. Secondly, you will reflect on what you view and provide your own thoughts/ideas for better teaching, according to the reflection questions listed on the assignment sheet in the “Assignments” section.</i></p>
<p><b>Signature Assignment #1: Lesson Evaluation</b></p> <p><i>This assignment will be conducted in class and is designed to assess the intern’s knowledge and understanding of three indicators of the TAP rubric. Interns will be given a sample lesson plan and watch a video of lesson execution. Interns will independently evaluate the lesson plan and video using the following TAP rubrics: Instructional Plans, Presenting Instructional Content, and Managing Student Behavior. Interns will provide a rubric score and evidence to support their score. Clinical Experience Instructors will use the rubric below to evaluate the intern’s scores and evidence. Interns must earn a score of “proficient” (3) or higher on all the sections of the signature assignment in order to pass the clinical experience course.</i></p>
<p><b>In Class Focus Group Activity</b></p> <p><i>Discuss 5 accommodations in administering classroom tests to your case study student, either Bryce or Angela: On page 415 in your text is a grid of accommodations for administering classroom tests. Using this grid, apply 5 accommodations that you will use with your case study student. Discuss briefly why you chose each accommodation.</i></p>
<p><b>Modify a chapter test</b></p> <p><i>In groups you will modify, rewrite and submit the actual test for your case student, either Bryce or Angela, using information from the text to complete this assignment. Choose the test from the science chapter Discovery Works in the Course Documents tab if Bryce if your student. The test includes pages 41-44. Choose the test from 6th Grade Science Test and Worksheets in Course Documents if your case study student is Angela. Pages 24-26 are test pages. If you choose the 6th grade test, also print a copy of the actual text that the test covers. It is the 6th grade science chapter in Course Documents.</i></p>

### **Case Study Project (Case Study Intervention Plan)**

Students will be given one or more case studies of students experiencing difficulty learning to read at each stage of reading. Upon reading the case study, students will submit a written intervention plan following guidelines provided by the instructor and includes the following:

1. The use of explicit instruction to teach a new skill and a description of an interactive material to practice the same skill. Explicit instruction procedures must be described in the teaching procedures and the interactive material will be described in the repeated practice section of the guidelines.
2. The progress monitoring procedures and a sample data collection sheet must be provided for each essential skill taught.

The case study project must be written in the narrative, not an outline, following the guidelines provided by the instructor. A rubric is provided on D2L for completing this assignment. Although various interventions/strategies/activities are discussed and practiced during this course, students are required to use this assignment as an opportunity to apply these interventions/strategies/activities to meeting the specific educational needs of each case study student. Therefore, students may use interventions/strategies/activities discussed during the course, however the descriptions of all material ideas must be enhanced and directly relevant to the case study, not exactly copied from a resource or any other students' material descriptions. Students may also use outside resources for interactive material ideas, however remember that each case study is a struggling reader and needs specific instruction; general education interventions and strategies alone have not been effective for this student.

### **Activity #4**

Lesson Plan: Your pair will modify a given lesson plan, adding to it specific classroom management details to support the specific content/activities the class will engage in while the assigned lesson is taught.