

Preparing Competent, Committed, Professional Teachers for a Diverse, Democratic Society
Ohio Wesleyan University
Adolescent to Young Adult (AYA) Mathematics Education Licensure Program

Assessment 3
Teaching for Understanding (A-M-T) Chart

This task has two goals: (1) you will demonstrate your ability to plan learning activities that engage your students at different levels of learning: acquisition (knowledge and skills); meaning/understanding; and transfer; and (2) you will demonstrate your ability to align learning targets, assessments, and instruction.

Unit Topic: _____

Essential Question: _____

ACQUISITION	MEANING	TRANSFER
Learning Goal(s)	Learning Goal(s)	Learning Goal(s)
<i>Students will know ...</i> <ul style="list-style-type: none"> • <i>Students will be skilled at ...</i> <ul style="list-style-type: none"> • 	<i>Students will understand that ...</i> <ul style="list-style-type: none"> • 	<i>Student will be able to independently use their learning to ...</i> <ul style="list-style-type: none"> •
Assessment	Assessment	Assessment
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Instructional Strategies	Instructional Strategies	Instructional Strategies
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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*Your grade will be the highest level for which you meet all the criteria.

	Excellent (Consistently Exceeds Expectations)	Proficient (Consistently Meets Expectations)	Adequate (Partially Meets Expectations)	Unsatisfactory (Does not Meet Expectations)
Learning Goals Acquisition Meaning Transfer	The essential question is <i>engaging, open-ended and captures of the big idea(s) of the unit</i> . The learning goals for <i>acquisition</i> (knowledge and skills), <i>meaning</i> , and <i>transfer</i> are <i>all</i> accurately stated.	The essential question is <i>thoughtful, open-ended and, in general, captures the big idea(s) of the unit</i> . <i>Most</i> of the learning goals for <i>acquisition</i> (knowledge and skills), <i>meaning</i> , and <i>transfer</i> are accurately stated.	The essential question is open-ended but does not capture the big idea(s) of the unit. <i>Some</i> of the learning goals for <i>acquisition</i> (knowledge and skills), <i>meaning</i> , and <i>transfer</i> are accurately stated.	The essential question <i>is not open-ended or only a few of the learning goals are accurately stated</i>
Assessment	<i>All</i> of the assessments are <i>aligned</i> to the learning goals, <i>and</i> provide solid evidence that the students <i>understand and can transfer</i> their learning.	<i>Most</i> of the assessments are <i>aligned</i> to the learning goals, <i>and</i> provide <i>substantial evidence</i> that the students <i>understand</i> the topic.	<i>Some</i> of the assessments are <i>aligned</i> to the learning goals, and provide <i>partial evidence</i> that the students understand the topic.	<i>Unclear</i> relationship between the assessments and the learning goals.
Instructional Strategies	<i>All</i> of the instructional strategies are <i>aligned</i> with the learning goals. The instructional strategies are effective in developing students' <i>understanding and transfer</i> of the topic. [Students use technology in meaningful ways to promote their understandings of the big ideas.]	<i>Most</i> of the instructional strategies are <i>aligned</i> with the learning goals. The instructional strategies are effective in developing students' <i>understanding</i> of the topic. [Technology is used to support students' understandings of the big ideas.]	<i>Some</i> of the instructional strategies are <i>aligned</i> with the learning goals. The instructional strategies are <i>partially</i> effective in developing students' <i>understanding</i> of the topic. [Technology use is more of a frill, and does not support students' understandings of the big ideas.]	The instructional strategies are <i>not aligned</i> with learning goals or <i>do not develop</i> students understanding of the topic. [Technology use is limited or used inappropriately.]