

Grading a Lesson: How Contextual Is It?

	“Emerging” lesson (minimal)	“World class” lesson (good)	My Grade
RELATING	<ul style="list-style-type: none"> Emphasizes facts, definitions, theorems, etc. previously taught Recalls past info via print (textbook, handouts) Little or no relation to real-life, or linkage to previously learned knowledge or experiences 	<ul style="list-style-type: none"> Reference to previous examples and activities familiar to students Links new knowledge or problems to life experiences outside of classroom Continuity of learning Accomplishes this with multiple media (e.g., text, video, speech, activity, Internet) 	
EXPERIENCING	<ul style="list-style-type: none"> Students sitting in desks Teacher-centered Memorizing new facts Reading, copying, working problems from a book Students asked to imagine doing something Lots of lecture and effort to engage students in discussion Students expected to listen and learn “Activity” limited to paper/pencil handouts 	<ul style="list-style-type: none"> Students out of desks Student-centered Practice new facts in a tangible way Following a suggested procedure Guided/unguided discovery Modeling a real-world process Students involved, manipulating hands-on supplies and equipment Students have ownership of data (often by measurement) Opportunities to construct knowledge 	
APPLYING	<ul style="list-style-type: none"> Primarily “skill drill”; repetitive practice Single-step problems Does not include units of measure (where applicable) Problems solved have little or no practical use (in eyes of students) 	<ul style="list-style-type: none"> Connected to situations outside the classroom Makes decisions with real-world problems Confronts real-life situations, often includes need for deriving data (multi-step problems) Involves precision, driven by nature of the problem and measurement Often encounters thorny real-world obstacles and non-integer results Often linked to occupational problems (terminology, illustrations, video, etc.) Includes units of measure 	
COOPERATING	<ul style="list-style-type: none"> Individual work; no cheating! No talking! Everybody keep quiet! Emphasis on individual work Expects passive learning Grade is dependent on student’s own work No opportunity for sharing of ideas Students report to teacher 	<ul style="list-style-type: none"> Students work/perform in teams/groups, and share/report results to class Encourages students to assist each other Division of labor (assigned roles/tasks) Individual responsibility/accountability Acknowledges teamwork Encourages decision-making skills Acknowledges diversity of students Sharing of resources/information freely Teacher is roaming facilitator Grade is given to group 	
TRANSFERRING	<ul style="list-style-type: none"> Students learn present topic only “Challenges” are just more difficult problems Stays focused on the subject matter at hand Students not encouraged to think about other subjects or application areas Practices many problems of the same kind No effort to transfer present concept beyond the subject being taught 	<ul style="list-style-type: none"> Challenges students with more “wide-open” thinking Bridges to new subject matter/areas Encourages “what-if” thinking Uses knowledge in a new situation Proposes “parallel” thinking Pushes students to begin thinking about the next topic 	