***Judge Prior Learning:* Explain it instead of just a multiple/choice test, etc.**

Example 1: 3rd grade

 To learn about the student’s prior learning for this lesson, I would give them a pre-assessment consisting of questions asking them to identify the simple subject and simple predicate. They must underline each of these in the sentences provided. They will also be assessed on knowing implied subjects. They will write a sentence using a simple predicate, but with an implied subject. The results of this assessment will help me understand what level the students are at, and what we need to focus on as a class. They will be given the same assessment when we are finished with the lesson, and that will help determine how much they learned.

Example 2: 4th grade

The pre- and post-assessments (Appendix A) consisted of three simple questions to evaluate prior learning. Who is Marc Chagall? What is surrealism? What is cubism? Most students connected the class schedule to the content of the lesson and identified Chagall as an artist. This content was unchartered territory for the students. Most attempted to answer the questions to the best of their ability, or they responded with question marks to signify no answer. Each question was valued at two-points, for a possible total of six points. The following graphs demonstrate prior knowledge of the lesson content and average result differences between boys and girls.

Example 3: High School Spanish

 In order to judge prior learning for this particular lesson, I administered a vocabulary quiz. This lesson covered food and restaurant etiquette in Spanish speaking countries. The main objective was that students would be able to recognize food on a menu, order/interact with the wait staff and other restaurant personnel politely and with correct pronunciation/vocabulary, and also be able to read the check and tip appropriately. The intention was for them to have the skills to efficiently go to a restaurant in a Spanish speaking country. The quiz was directed specifically toward vocabulary used in a restaurant setting (i.e. how to order food, what the waiter will say, getting the waiters attention, asking for items, and requesting the check). This quiz met the objectives because it showed that they would be able to produce the correct expressions. The quiz was 15 questions, each worth 2 points, for a total of 30. I graded each answer on spelling and grammatical accuracy. Out of my 21 students, 17 took both the pre- and post-tests. Three students were present for only one and one student was absent for both