**Lesson objectives need to match your assessment. Your lesson objective verbs need to be action verbs and measureable.**

**Objectives- 3rd grade example:**

* Students will **recognize** simple subjects and simple predicates in sentences
* Students will **recognize** a sentence with an implied subject
* Students will **write** sentences with an implied subject

**Assessment:**

* Students will be assessed on their ability to **identify** a simple subject and a simple predicate within a given sentence and label it. They will also be able to **identify** implied subjects within a sentence, as well as **write** a sentence using an implied subject.
* Students will be given a pre assessment and a post assessment for this lesson. This will let the teacher know how much they understand after the lesson has been presented.
* Assessments will be graded on a **numerical grading system from 1 to 3.** 
  + 3 shows mastery in the content learned.
  + 2 shows understanding of the content, but some practice and review are still necessary.
  + 1 shows that students have not mastered the content, and further instruction is required

**Objectives- Secondary Art example:**

1. Student will **communicate and express** **(maybe construct is better verb?)** ideas about themselves and others through visual imagery.
2. Students will **recognize how** symbols are used and how to **apply (is illustrate a better verb to assess?)** them to maximize expression.

(This objective was too general and student was asked to change it -Students will develop an understanding of symbolism and how to apply them to maximize expression.

1. Students will **creatively select** compositions that have interest and keep the viewer’s attention.

(Before: Students will begin to understand the importance of composition in communicating through art)

1. Students will **get to know themselves** **(is differentiate a better verb?)** and others in the class to begin to build an Art Community.

**Assessment:**

* The students will be assessed on a rubric scale on 3 primary criteria: participation and collaboration, portraits effective use of symbols and imagery to communicate about artist, and communication skills in presenting artwork. Overall craftsmanship and care will also be considered. See rubric scale below.

SAMPLE RUBRIC:

Self Portrait Collage lesson plan rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: | 5 | 3 | 1 | 0 |
| Collaboration and Participation | The student fully participates in class project and in finding interesting images both for him/herself and for at least 2 other students. | The student participates in class and finds an image for 1 other student and themselves. | The student somewhat participates in class finding some images for themselves, but doesn’t work to find other students images or gain knowledge of their interests | The student does not participate finding images for him/herself or other students. |
| Portrait uses images and symbols to communicate about the artist. Craftsmanship shows level of care here also. | The student creates a well thought out and executed self portrait using symbols and images to represent themselves | The student makes a fair attempt using some symbols and images and craftsmanship to represent themselves | The student makes a minimal attempt to represent themselves and poor craftsmanship in developing the collage. | The student did not attempt to make the collage |
| Communication skills | The student gives a detailed and enthusiastic presentation of another student’s portrait and what they learned about their classmate | The student gives a presentation providing some information about a fellow classmate. | The student gave a poor presentation of another student’s portrait with little attempt to communicate with others about the student. | The student did not present any portrait to the class. |
|  |  |  |  | /15 |