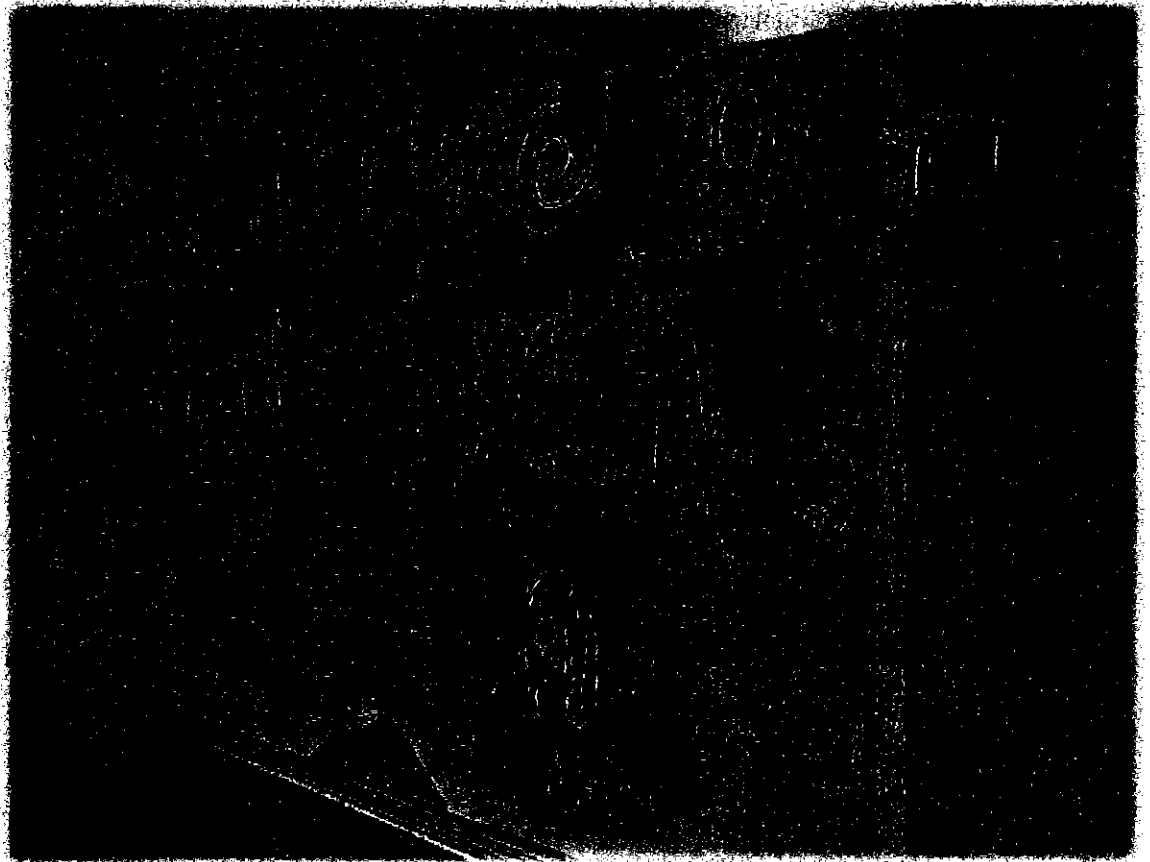


		Exemplary (3)	Satisfactory (2)	Unsatisfactory (1)	Comments
1	Context	Candidate provided detailed description of the students and the classroom context.	Candidate provided some description of the students and the classroom context.	Candidate provided little to no descriptions of the students or the classroom context.	2
2	Pre-Assessment	Candidate included a pre-assessment that closely aligned with the learning objectives.	Candidate included a pre-assessment that loosely aligned with learning objectives.	Candidate did not include a pre-assessment.	2
3	Analysis of Pre-assessment	Candidate reflected deeply and critically over the pre-assessment data and used that data to determine instructional decisions	Candidate referenced pre-assessment data, but data analysis did not impact instructional decisions.	Candidate made no reference to pre-assessment data.	2
4	Lesson plan	A detailed lesson plan was included that aligned with the instructional objectives and reflected the students' learning needs as determined by the pre-assessment.	A lesson plan was included that may have aligned with instructional objectives and may have reflected students' learning needs as determined by the pre-assessment.	A lesson plan was either not included or did not align with instructional objectives or did not reflect students' learning needs as determined by the pre-assessment.	2
5	Reflections on the Lesson	Candidate demonstrated deep, critical reflection about the lesson taught.	Candidate demonstrated some level of reflection about the lesson taught.	Candidate did not provide a reflection about the lesson taught.	2
6	Post-Assessment	A post-assessment was included that aligned with the objectives and with instruction.	A post-assessment was included that may have aligned with objectives and with instruction.	A post-assessment was not included.	2
7	Assessment of Student Learning	Candidate reflected deeply about the learning of each student, noting what each student did and did not learn and what might be done based on data analysis.	Candidate provided limited reflection about the learning of students, making some reference to the data analyzed in the post-assessment.	Candidate did not provide a reflection about the learning of students. No reference was made to post-assessment data analysis.	2
8	Final reflection	Candidate reflected deeply about the Assessment-Reflection-Instruction cycle and their own development as a constructivist teacher.	Candidate included some reflection about the Assessment-Reflection-Instruction cycle and their development as a constructivist teacher.	Candidate did not include a reflection about the Assessment-Reflection-Instruction cycle and their development as a constructivist teacher.	2

Assessment of Student Learning: Portfolio Assessment



2012



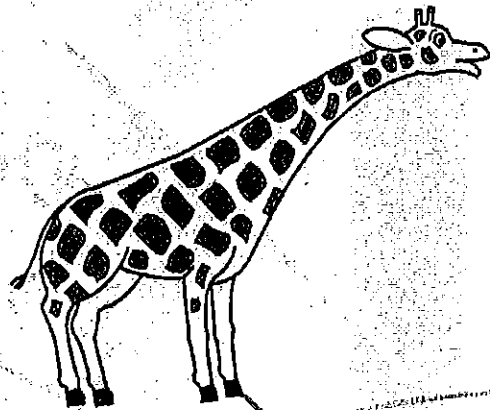
2012-2013

Reflection that describes the student

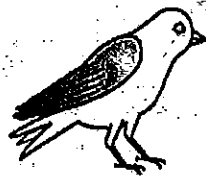
I chose my daughter to do the project with her. She is four years old .I chose her because I am not a teacher yet and I do not have access to k-12 student. Also, I chose her because I wanted her to be part of my project. I want to do the project with someone I know and I know what he/ she need and what her/ his interest. I had in my mind different subjects to teach my daughter. Since she love craft I tried to chose subject that I can use craft as a way to teach the subject through it. Therefore, I chose to teach her animals. She loves to learn new things so she can show her father and me what she can do. She is a visual learner. She can speak two languages “ Arabic and English”.

The pre-assessment tests

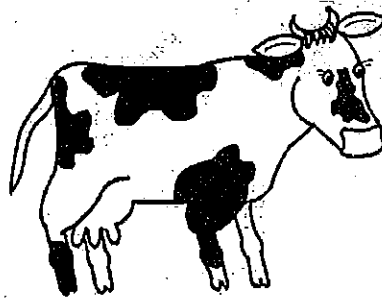
DRAW THE LINE FROM THE ANIMAL TO ITS FOOD.



A GIRAFFE



A BIRD



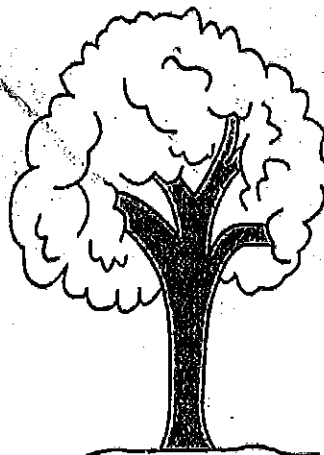
A COW



WORMS AND SEEDS



GRASS



LEAVES FROM TREE

Name _____

Reading Readiness Worksheet

Word Recognition - Animals

Look at the words and the pictures of animals below. Draw a line to match each word with its picture.

frog



pig



sheep



dog



A reflection about the assessment process

I assisted my daughter's knowledge of animals' names and what they eat. Before I created the test I tried to make it in my daughter's level but in the same time with a little of challenge. I want to create a test that did not make my daughter feel that she is being assessed. Since this is my first time to make tests I searched some assessment tests. After I took idea of how to make some test I created some tests. When I created the test I tried to make it as simple and fun in the same time. So I create each test differently than the other but with the same type of information about animals and what they eat. Creating the test was challenging because I never assessed my daughter and I do not know how much her skills are strong. However, making the test was fun and it was exciting to see my daughter's results.

When I gave her the test she was excited to take the test. She thought it was a game. Everything went well however, I made some mistakes that make her confused. For example, one of the questions was to match the animal with what he eats. I asked her to match the chicken with what the chicken eats and she did not know the answer. Then I asked her, "Do you think the chicken eats the worm" with pointing to the picture in the test. She surprised me with her answer "Mom this is not a worm it is a snake". She was right the worm I made it was like a snake more than worm. The same thing happened with the fly's picture she thought it was a bug. Also, she got confused with the cow and the giraffe's picture because of lack of color in the test.

"Analyzing the data"

Based on the test's results she need:

- To know the real animals' pictures.
 - I gave her worm's picture and she thought it is a snake. using real picture will help her to see the different.
- To know what kind of food each animal need to eat.
 - She did not know what kind of animal eats.
- To know the different between the Cow and the Giraffe.
 - Since she mixed up between the Caw and the Giraffe I think she needs to see the real picture.

A reflection about the analyzing process

Analyzing the test was easy for me. I assessed my daughter and that makes it easy for me. Knowing the person that you are assessing make the analyzing easy this is my point of view. I did not take long time to analyze the test I was analyzing in the same time she was taking the test. I noticed that the person who assessed the student should analyzed the test because if he – she did not and someone else did she- he will analyzed it wrong. For example, my daughter she answered what the giraffe eat and what the cow eat but she thought both are giraffe. If someone analyzed the test he-she will never know that she made that answered based on wrong information.

Lesson plans based on the pre-assessment and reflections thus far

Before the meeting with my group:

Objectives:

- 1- Extend her knowledge about animals and not just the animals' looking also their names and what they eat.
- 2- Understand that there is a different in each animal than the other.

Assessment:

- 1- She will know more animals' name than she had before.
- 2- She can recognize the different in similar animals.
- 3- She can tell animals' named and what they eat.

Prior knowledge:

- 1- She must know at least 70% from the amount I will give her.
- 2- She already knows that each animal has his own name.

Tasks:

- 1- After I gave her pre- assessment I choose to teach her what she missed.
- 2- Choose a day to start teaching her and start the lesson with warm-up by saying "Who want to play with animaaaaaaaals" to make her excited.
- 3- Doing different activities to reach our goals.

Activity #1:

We will make animals from paper plate and make them close to the real one as we can.

Activity #2:

We will use for this activity the technological like an Ipad to download Apps about animals.

Conclusion:

To conclude everything she learned we will do an activity called exit ticket. I and my daughter will make hats. Each animal has two hats one of the hats has the animal's picture and the other hat has the food that animal eat so she can match each hat that has the animal's picture with the food he eat.

After the meeting with my group:

Let Us Learn About Animals

Objectives:

- 3- Extend her knowledge about **farm animals** and not just the animals' looking also their names and what they eat.
- 4- Understand that there is a different in each animal than the other.

Assessment:

- 4- She will know more animals' name than she had before.
- 5- She can recognize the different in similar animals.
- 6- She can tell animals' named and what they eat.

Prior knowledge:

- 3- She must know at leas 70% from the amount I will give her.
- 4- She already knows that each animal has his own name.

Tasks:

- 4- After I gave her pre- assessment I choose to teach her what she missed.
- 5- Choose a day to start teaching her and start the lesson with warm-up by saying "Who want to play with animaaaaaaaals" to make her excited.
- 6- Doing different activities to reach our goals.

Activity #1:

We will make animals from paper plate and make them close to the real one as we can.



Activity #2:



We will use for this activity the technological like an Ipad. I will download an app called "Old Macdonald" that focuses on farm animals.

Activity #3:

I will show her real picture. So she can have idea what the animals look like not only using the cartoon images.

Conclusion:

To conclude everything she learned we will do an activity called exit ticket. I and my daughter will make hats. Each animal has two hats one of the hats has the animal's picture and the other hat has the food that animal eat so she can match each hat that has the animal's picture with the food he eat.

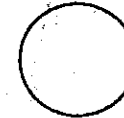
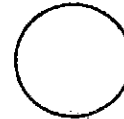
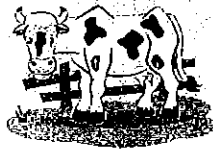
A reflection about lesson planning:

I did the lesson plan based on [REDACTED]'s learning needs. I made the lesson plan before I met my classmates in class. Making the lesson plan was harder than I thought it will be. Having what you want to teach your student in your mind is different than what you put in the paper. Writing the lesson plan was more details that I did not thought of when I was thinking what I want to teach my daughter. For example, I had in my mind one goal and that was to teach her more about animals. Yet in the paper I had to full out the objects, prior knowledge and all the elements that the lesson plan should has.

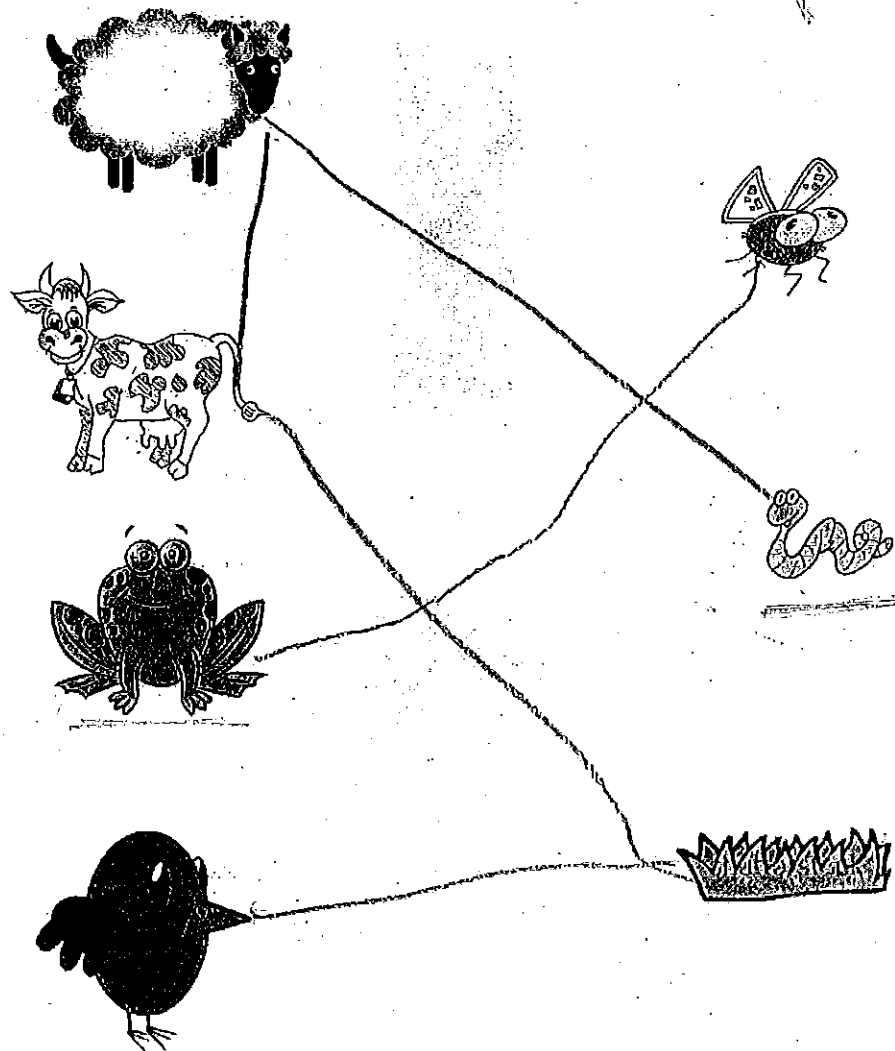
Before I met my classmates my lesson plan was very broad. For instance, my goal was to extend her knowledge about animals and it was hard to establish that in one lesson plan. So after my classmates suggested to change my goal and make it narrow. I change my goals to teach her about farm animals. That what make my say that is different when you think than you put your thoughts in paper.

Teaching in the house gave me the advantage of teaching without time limits. I think if I teach I classroom will be hard for me until I get use to stay in the time frame. When I taught my daughter I tried to put time to each suction in the lesson plan to see if I can do it. Unfortunately I could not do it.

What Color Each Animal Has?



What The Animal Eat



Note: the test was given in English.

A reflection about the actual teaching event

I start to teach my daughter on Wednesday. I start by make her excited by saying: "who want to play with farm animals". Then she could not wait to start. We search online for some crafts ideas to do the animals. It was fun to do this activity to teach her about farm animals rather than just set and tell her what she should know.

Everything went well in the first activity. We had fun with the animals' name and with making them too. This activity did not only teach her about the animals also teach me how communicate with student is important. Also, it is Ok to be kid again with your student to make the teaching fun and meaningful.

While we were doing the animal she asked me some questions that I did not know the answer. For example, "Why the chicken has the red thing on her head?" I did not know the answer so I told her "I do not know". Even that we were having fun after an hour of doing animals she got bored and refused to make animals. She wants to do a free drawing. That gives me a hint "do not make the activity so long epically if it is for kids". And make the activity's time realistic to you student's age.

In the second activity also every things went well. The activity was independent to see if she can do it by herself. The app has a lot of activities. For example, she can color the animals, put to gather the animals' body part, listen to the animals' sounds, and there was the activity that give her numbers of animals and see which the farm animal between the animals that are not farm animals.

She liked the app. She spent a good time to play with the app. While she was playing I was observing her to see if see need any help. Some time she did not need any help and some time she asked for my help. She has the ability to self- correct. For instance, she made mistakes when she was playing in her Ipad but she knew that she made a mistake and the second time she made it right.

I like this activity because she felt that she is big girl and she can do it by herself. The activity gave her some ownership. She had the ability to choose which activity to start with and how many times she wants to try it.

The last activity with the real picture gave her a great deal of excitement. She was amazed to see the animals in real image. We search the animals' picture online. I gave her change to type the animals' name and I gave her the change to choose which animal want to see in video. The activity extends my goals it taught her not only about animals' picture also taught her a little bit about the alphabet and the use of the keyboard.

A reflection about the learning of your students

I taught my daughter for one day about farm animals. Her ability to recognize farm animals has been increase. Also her knowledge about the animals' food increase too. She learned that each animal eat different food than the others.

While we were doing the animals' from the paper plate I keep asking her about what the animals eat. For example, when we were doing the sheep I keep asking her, "What the sheep eat" and "What the sheep's color". Her answers to my questions were right. She learned everything I want her to learn.

After one week from the teaching event I asked her the same question just to see if she still remembers. She answered my questions correctly.

**A final reflection about the Assessment-Reflection-Instruction cycle
and the ways in which your constructivist pedagogical knowledge
developed through the project**

The project was my window to take a peek of what teaching look like. Even I did not teach in a real classroom the project helped me to understand how I can develop lesson plans that based on the student needs and abilities. Before I took the class I thought that all the students are the same if they are in one grade's level. Having the assessment tools in a classroom gives the teacher the capacity to reach her student by meeting their needs.

Through the course I learned a lot of thing that I can use it in my teaching strategies. Having the strategies in papers are different than applying them in the real teaching. I learned that differentiate the instruction is a good way to meet the students' needs. Teaching my daughter by using different ways to establish my goals was helpful to reach my goals. Yet I learned that the way how to teach is not the only important thing. Knowing who you teach is important than how you teach. Having good strategy that does not apply to you students' age, ability, needs and prior knowledge will not give you the benefit that you looking for. For example, I used an activity when I was teaching my daughter and we spent long time to complete the task. My daughter is four year old and having one activity for long time was not the best way to use to teach her. Even when I used the thing she loves which is the craft she did not complete the activity. The task was in her age but I missed the time that mach her age and her ability to focus on one task for long time.

All these observing could not happened without my reflections in each steps I took. The reflections that I wrote through this assessment's portfolio helped me to improve myself and see my gapes in my teaching. The reflections have great values to my teaching without the reflections I could not knew what I miss and what mistake I

made. For example, if I had not done the reflection on my first draft of my lesson plan, I would have taught my daughter on animals and my lesson plan would have been a mess. I could know where to start and which exactly kinds of animals I want to teach her. Also, having the reflections and asking myself in each step, "What can I do to make better" pushed me to remain of the reason I want to be a teacher. I want to create place where my students can make mistakes like I did and ask themselves, "How we can make better".

Having relationship with your students is important. In my project being the mother of the student helped a lot in teaching. However, in my point of view building relationship with the student make the teaching easy and the learning experience too. When the student has the trust that s/he needs in the classroom s/he will feels secure. The student will know that s/he can make mistakes without fear. All the students are not born with the knowledge so it is nature for them to make mistake but what is important is to make a secure environment for them. Actually, we should encourage them to make mistake because that is the first sign of learning. When I was doing the assessment she point to the worm's picture and told me, "Mom look it is a snake" I told her "right it look like snake" "what make you say that it is snake". Than she told me "because it is look like snake" I told her "that is right but this is not a snake it is a worm" "let us see what a real snake look like and what a real worm look like". By making a mistake like this give her opportunity to extend her knowledge to learn more about what she know and build new information on that.