

English Language Learners Module Field Experience Template

Objectives and Assessments

Add your own objectives, assessments, and evidence to rows 3 -6.

Objective	Assessment	Was the objective met? Evidence of student learning.
<i>(Content) The student will investigate the characteristics of quadrilaterals.</i>	<i>(Formative). I will observe and ask questions while the student is working.</i>	<i>Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.</i>
<i>(Language) Dylan will investigate feelings and emotions (happy, sad, scared/frightened, surprised, sick)</i>	<i>(Formative) I will build background knowledge and discuss types of feelings/ emotions I will observe and ask questions while Dylan completes two activities.</i>	<i>Yes, Dylan was able to express appropriate feelings and draw the faces to match.</i>
<i>(Content) Dylan will investigate the parts of a plant (seed, root, stem, leaf, flower)</i>	<i>(Formative) I will build background information and discuss plants and plant parts. I will observe and ask questions while Dylan colors the picture of a plant, cut out the words of the part names, and glue the names next to the correct parts of the plant.</i>	<i>Yes, Dylan was able to look at, color, point to and identify the parts of the plant. He was able to cut out the part names, and glue them next to the correct plant parts located on the picture of the plant that she colored. We did not discuss the functions of each part.</i>
<i>(Content) Dylan will investigate some characteristics of some animals and classify them based on how they move (walk/run, hop, fly, swim)</i>	<i>(Formative) I will build background information and discuss some characteristic of some animals. I will observe and ask questions while Dylan color and classify or group animals based on how they move.</i>	<i>Yes, Dylan was able to classify seven (7) out of eight (8) animals based on how they moved. He placed the frog with animals that swim rather than with animals that hop. He was able to cut the pictures of animals and glue them to the paper under the correct category: walk/run, hop, fly, swim. He did not color the pictures because I did not have my crayons.</i>