

Students Activity Worksheet

Name of teacher : _____

Grade/level : _____

School : _____

Subject Matter Area : _____

Topic : _____

Title of Activity : _____

Objective(s) of the activity:

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Process and Steps

Process	Steps	Note: time, etc.
<i>Preparation for students to participate in the activities</i>		
<i>Activities: Step by step guidance for students (incl. questions, and expected answers)</i>		
<i>Expected Results (what, in what forms, how and who to assess)</i>		

Reflective Questions:

1. What concepts, principles, procedures, skills have you learned?
2. What do you want to learn more?
3. General comments:

Students Activity Worksheet: Elaboration

Subject Matter Area : Please stat, e.g., Biology, Physic, Chemistry, Science, or Mathematics

Topic : Please state specific topic in any given subject matter area

Title of Activity : Please state specific title of the activity for students to carry on

Objective(s) of the activity:

- Please state in behavioral terms

Process and Steps

Process	Steps (detail of steps)	Note: time, etc.
<i>Preparation for students to participate in the activities: explanation of the preparatory activities needs to be done by the students, i.e. reading an article, boiling eggs, looking for an equipment, etc.</i>		<i>(write down the approximate time needed for each steps, anticipated questions from students at each steps, questions posed by teachers, and anticipated answers to the questions).</i>
<i>Activities: Step by step guidance for students (incl. questions, and expected answers): explanation on step by step needs to be done by students in carrying out an activity, including forming a group, looking for books in the library, etc.</i>		
<i>Expected Results (what, in what forms, how and who to assess): explanation of the expected results of the activity (i.e., chart of observation, etc.) in various forms (multiple representation), and indicators of performance that are being used by teachers</i>		

Reflective Questions:

These questions are to be answered by students after they participate in the activities as planned. It is a kind of reflection tool/guidance for the students about what they have learned, what they have not learned and want to know more, and their perception (evaluative comments) on the instructional activities they participated in.

1. What concepts, principles, procedures, skills have you learned? (i.e.: concept map)
2. What do you want to learn more?
3. General comments:

Assessment Sheet

Name of teacher : _____

Grade/level : _____

School : _____

Subject Matter Area : _____

Topic : _____

Instructional Objective(s):

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Assessment Procedures:

What	How	Who (Assessor)
Knowledge		
Problem Solving Skills		
Scientific Inquiry Skills		
Affective/Attitude Expression		
Values Expression		
Personal Expression		

Scoring and Grading

How would you evaluate the student's achievement? By score?, by grade?, by category (pass/fail, outstanding/good/fair/unaccepted)? Explain.

Assessment Sheet: Elaboration

Subject Matter Area : *Please stat, e.g., Biology, Physic, Chemistry, Science, or Mathematics*

Topic : *Please state specific topic in any given subject matter area*

Instructional Objective(s):

- *Please state in behavioral terms*

Assessment Procedures:

What	How	Who (assessor)
<i>Elaborate in detail knowledge to be learned by the students from a given topic through a given activities.</i>	<i>Explain how the students will express their understanding in each category (through a poem, a poster, a writing, etc.), how explanation of their artifacts will be given by students (oral versus written), and how their understanding will be assessed (criteria being used)</i>	<i>Who will be the assessor? Peer, teachers, students signifi-cant others?</i>
Problem Solving Skills <i>Elaborate problem solving skills to be learned by the students from a given topic through a given activities.</i>		
Scientific Inquiry Skills <i>Elaborate scientific inquiry skills to be learned by the students from a given topic through a given activities.</i>		
Attitute/Affective Expression <i>Elaborate affective or attitude expression expected to be demonstrated by the students</i>		
Values Expression <i>Elaborate values expression expected to be demonstrated by the students</i>		
Personal Expression <i>Elaborate personal expression (nurturant effect/incidental learning) expected to be demonstrated by the students.</i>		

Evaluation:

How would you evaluate the student's achievement? By score?, by grade?, by category (pass/fail, outstanding/good/fair/unaccepted)? Explain.

This section is to explain about the ways teacher goes about evaluating his/her students' achievement. If it is by score, then interval of scores and their meaning must be explained in details. If it is by grade, each grade should have meaning and criteria for students to be able to follow. It is by category, then each category should has clear explanation of meaning and criteria for students to follow.