

Participant Name: _____

District: _____

EAP 4 Task 1 Feedback

Critical Thinking Task 1: Design a problem-solving activity in which students will both solve the problem and document their process.

Associated Key Behavioral Indicators

- Provides opportunities for students to learn higher-order thinking skills.
- Identifies ways to expand student's thinking skills.
- Poses problems, dilemmas and questions in lessons.
- Assists students in the development and use of rules of evidence.

Item Assessment: Please check all of the Success Criteria characteristics demonstrated by the participant's end product.

Success Criteria	√
The Overall Product includes:	
1. Activity directions	
2. Student problem solving results	
3. Recommendation for improvement	
Activity directions include:	
4. Clearly defined objective, outcome and parameters	
5. Reference to a problem solving model	
6. Documentation requirements	
Student products (resulting from the activity) include:	
7. Evidence of having tracked their problem solving method	
8. The problem solution	
Activity Recommendations include:	
9. Evaluation of activity effectiveness	
10. Evaluation of the students' problem solving processes	
11. Recommendations for improving both the activity and the process of teaching problem solving in the future	
Total Criteria Present: (Out of 11)	

Overall Product Assessment: Please indicate your overall assessment within the following parameters.

- Exceeds Expectations: All product elements (#1-3) are present, as are at least 7 other criteria (4 – 11).
- Meets Expectations: All product elements (#1-3) are present, as are and at least 6 other criteria (4 – 11).
- Does Not Meet Expectations: Any product element (#1-3) is missing and/or fewer than 5 other success criteria are present.

Coach's Signature_____
Date

Comments:

Participant Name:

District:

EAP 4 Task 2 Feedback

Critical Thinking Task 2: Develop questions for a specific lesson, so that the questions illustrate Bloom's Taxonomy of Thinking.

Associated Key Behavioral Indicators

- Provides opportunities for students to learn higher-order thinking skills.
- Identifies ways to expand student's thinking skills.
- Poses problems, dilemmas and questions in lessons.
- Assists students in the development and use of rules of evidence.
- Demonstrates and models use of higher-order thinking.
- Modifies and adapts lessons with attention to creative and critical thinking.

Item Assessment: Please check all of the Success Criteria characteristics demonstrated by the participant's end product.

Success Criteria	√
1. Six questions are provided within the lesson	
2. At least five of Bloom's cognitive skill levels are included	
3. Questions within the lesson progress from low order to high-order thinking	
4. Each question is correctly identified according to Bloom	
Total Criteria Present: (Out of 9)	

Overall Product Assessment: Please indicate your overall assessment within the following parameters.

- Exceeds Expectations: All 9 success criteria are present.
- Meets Expectations: 7 – 8 success criteria are present
- Does Not Meet Expectations: 6 or fewer success criteria are present.

Coach's Signature

Date

Comments:

Participant Name:

District:

EAP 4 Task 3 Feedback

Critical Thinking Task 3: Revise a currently used test to require that students use high-order thinking skills.

Note to TSAP Coach: *The instructions for this task may not have been clear. Please direct the participant to consider and revise at least five assessment items. These assessment items may be any combination of the following: specific questions within a given test, homework assignments, participation in activities, or individual/group projects.*

Associated Key Behavioral Indicators

- Provides opportunities for students to learn higher-order thinking skills.
- Identifies ways to expand student's thinking skills.
- Poses problems, dilemmas and questions in lessons.
- Assists students in the development and use of rules of evidence.
- Demonstrates and models use of higher-order thinking.
- Modifies and adapts lessons with attention to creative and critical thinking.

Item Assessment: Please check all of the Success Criteria characteristics demonstrated by the participant's end product.

Success Criteria	√				
1. At least five tests/evaluation process are considered					
2. Each evaluated element (T=5) is correctly identified according to the required critical thinking level					
3. Each revision to a higher level skill (5) accurately reflects the next level of critical thinking					
4. Those elements identified as already at the high-order thinking level are correctly identified as synthesis and/or evaluation					
Total Criteria Present: (Out of 12)					

Overall Product Assessment: Please indicate your overall assessment within the following parameters.

- Exceeds Expectations: All five elements are revised and each revision correctly reflects the next order of thinking.
- Meets Expectations: Five elements are assessed and at least four revisions correctly reflect the next order of thinking.
- Does Not Meet Expectations: Fewer than five elements are assessed and/or 3 or fewer revisions correctly reflect the next order of thinking.

Coach's Signature_____
Date

Comments:

Note to TSAP Coaches: *Remind students that a question that requires "low order thinking" may be the correct option at a given point in time. The challenge of this activity is to encourage the process of asking "is this what I want, how could I raise the expectation level?"*