

## RECORDING INSTRUCTIONS

(may be used in conjunction with the assessment developed for Standard 4B.H)

### Performance Standard 4A.H

After listening and taking notes on a classmate's presentation and instructions (at least 10 steps) on a demonstration of a topic, the student will be paired with one peer demonstrator and use his /her notes to recreate the instructions of the demonstration. The peer demonstration instructions and the student demonstration instructions will be compared accordingly:

- *Recreating the demonstration*: identify key points given in the instructions; organize key points in correct sequence.

### Procedures

1. *In order to listen effectively in a variety of situations (4A)*, students should experience sufficient learning opportunities to develop the following:
  - Appraise the situation and assume the appropriate listening mode.
  - Separate main ideas, supporting facts, and details while listening.
  - Record appropriate notes and rough outlines with editorial comments.
  - Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feeling, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
  - Infer speaker's bias and purpose.
  - Analyze, paraphrase and summarize information, in both oral and written form, information from formal/informal presentations.
  - Follow a multi-step set of instructions to complete a task.
  - Modify, control, block out both internal and external distractions.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with active listening techniques.
4. Students will prepare demonstrations on various topics.
5. The demonstration will be organized with ten or more instructions in the demonstration. (List will be given to teacher prior to demonstration.)
6. Each demonstration will be numbered and each student will be paired randomly with a numbered demonstration and told to record the instructions for that demonstration.
7. As part of a classroom audience, the randomly assigned student will listen to and record a peer's instructions. (One recorder per demonstration.)
8. The student will record notes from the demonstration so he/she will have enough information to recreate the demonstration.
9. The student's notes, instructions, and questions will be collected immediately after the peer demonstration.
10. The peer will present his/her demonstration using verbal instructions and a student will record the instructions.
11. Using the ten steps submitted by the original demonstrator as a guide, evaluate steps recorded and demonstrated by the second student.
12. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work follow

### Resources

- Writing materials
- Material for demonstration
- Recording Instructions Rubric

### Time Requirements

- Two to four class periods for demonstrations and writing instructions

## RECORDING INSTRUCTIONS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds      4 points
- Meets        3 points
- Approaches   2 points
- Begins        1 point

<b>Instructions for Demonstration</b>	
<b>4</b>	<ul style="list-style-type: none"><li>• Student consistently identifies all 10 key points given in the instructions.</li><li>• Key points are consistently organized in correct sequence.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Student identifies most key points given in the instructions.</li><li>• Key points are usually organized in correct sequence.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Student identifies some key points given in the instructions.</li><li>• Key points are occasionally organized in correct sequence.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Student identifies few or no key points given in the instructions.</li><li>• Key points are seldom/never organized in correct sequence..</li></ul>
<b>Score</b>	

**DEMONSTRATION**

**Student Demonstration Instructions**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**DEMONSTRATION**

**Peer Demonstration Instructions**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

DEMONSTRATION

Peer Demonstration Instructions

NAME \_\_\_\_\_

DATE

Feb, 8, 2002

1. Put string in hole closest to the toe
2. Put rest of string in other whole
3. Even string by pulling on side that's too short
4. Put string through hole on opposite side
5. Do the same thing to the other side
6. Continue lacing up.
7. To tie: make X in string
8. loop top string around bottom one
9. Then pull tightly
10. then loop string around string and pull.

NAME \_\_\_\_\_

DATE 2.8.02

How To Set Up a Place Setting

1) get all materials you need

- plate
- fork
- knife
- napkin
- spoon

2) put plate in front of you, with eating side up

3) fold napkin long ways

4) put napkin on right side of plate, fold facing the plate

5) take fork in left hand

6) put fork on left side of plate, pickers facing away from you

7) take knife in right hand

8) put knife on napkin, blade facing the plate and farthest from you

9) put spoon in right hand

10) put spoon on napkin, to the right of the knife, the round bottom should be on the napkin facing away from you