

Sixth/Seventh/Eighth Grade Lesson Plan

This SRT lesson plan is intended to be a guide for teachers who are learning how to incorporate the SRT in their classroom. As students become acquainted with the structure of the SRT, more independent practice is recommended.

UNIT: Student Readiness Tool: *Test Supports* section

WHEN TO USE: Several days/weeks before state testing occurs

Lesson Plan: Test Supports Duration: 30–45 minutes	
Standard Alignment	
This lesson is designed to support student understanding for upcoming statewide achievement testing.	
Relationship to Unit Structure	
This is one of several short lessons to review Navigation, Tools, Question Types, and Test Supports that are available for upcoming achievement testing. This lesson will focus on 4–5 test supports with the intent of the other types being covered in future lessons.	
Instructional Materials and Resources	
- Teacher's computer, projected to the class - Devices for each student (computers or tablets) - Student headphones or earbuds - Access to the Student Readiness Tool on browser - Google Chrome is recommended	
Methods and Instructional Strategies	
Anticipated Student Misconceptions	
- The SRT is a test - Students are taking a test today - The student will need to watch all tutorials in the SRT	

Concept Prerequisites
Students should understand what a standardized test is and how the SRT is a tool to help them prepare for online testing. The student should have a basic knowledge of how to use the computer or tablet at hand. It is recommended that the device used by students be similar to or the same as the device used for testing in the future.
Introduction – Anticipatory Set
The teacher projects their computer and plays the SRT Introductory Video available on the SRT Home page.
Instructional Activities
The teacher writes the words <i>Student Readiness Tool</i> in a place where the students can see. Teacher circles the word ‘readiness’ and asks the students what it means in the context of testing. Students engage. The teacher shows students where the <i>Test Supports</i> section is in the Review List. Teacher asks students what they see in that section. Students engage. The teacher asks the students to find the SRT and the <i>Test Supports</i> section. The teacher points out lessons that are marked New! and explains that it is an alert to the student, letting them know that the tool or question type is one they have not interacted with on past tests. Students engage and teacher circulates. This is when the teacher and helpers make sure that the students are in the correct place in the SRT. The teacher will ask the students to watch all the tutorials in the <i>Test Supports</i> section today. Students engage with all the <i>Test Supports</i> tutorials.
Wrap Up
The teacher ○ asks the students what they learned ○ asks the students which test support(s) they think may be most useful for them ○ announces that the class will be able to explore the SRT at home ○ announces that the class will be exploring the SRT in the upcoming days

Differentiation

- Some students will may need instruction on how to pause and rewind the video if the narration is too fast.
- Closed caption settings are available for adjusting the appearance and size for enhanced readability.
 - For students who find the music distracting, they may silence the video and follow along using closed captioning.
- Some students may only interact with the Try It section with teacher support if the video is too distracting.
- Watching tutorials multiple times is okay.

Assessment

The assessment for this lesson is formative; the teacher circulates and engages with the students as they interact with the assigned tutorials.