

Tactical Games Benchmark Analysis

Teacher _____ Date _____

Assessed by _____

Lesson content _____

Grade level/s _____

Teacher Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Teacher uses a tactical problem as the organizing center for learning tasks			
Teacher begins each unit segment with a game form to assess student knowledge			
Teacher identifies needed tactical and skill areas from game form			
Teacher uses deductive questions to get students to solve the tactical problem			
Teacher uses clear communications for situated learning tasks			
Teacher uses high rates of guides and feedback during situated learning tasks			
Teacher provides a review that includes the tactical problems of the lesson			
Teacher plans for and demonstrates use of Differentiated Instruction			

Student Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Students are given time to think about deductive questions regarding the tactical problem			
Students understand how to set up situated learning tasks			
Students are making situated tactical decisions			
Game modifications are developmentally appropriate			
Students are able to progress on tactical knowledge as they move along in the task progression			
Students have learned tactical awareness, decision making, and situated skills			

Benchmark monitored by (Include all used):

- LP** Review of lesson plan
- PC** Pre- or post-lesson conference
- CI** Observation of critical incidences during lesson (anecdotal records)
- ST** Observation of students (e.g., immediately after a task presentation)
- SO** Systematic observation (event, duration, time sampling)
- IN** Interviewing a small number of students during and after the lesson
- AM** Analysis of instructional materials used in the lesson (e.g., task sheets, station signs)
- TA** Traditional assessment (quiz, skills test)
- AA** Alternative assessment
- AU** Authentic assessment
- OT** Other: _____

Benchmark criteria score:	Not at all (0)	No evidence that the benchmark has been met
	Partially (1)	Some evidence that the benchmark has been met
	Fully (2)	Clear and consistent evidence that the benchmark has been met

Summary Comments by Assessor: