



Assessment Details

SCORE: 2.1 [Henke, Rachel](#)

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ASSESSOR [Miller, Loni](#)

TYPE Manual

PLACEMENT EDU 300 Spring 2021

TOC n/a

INSTRUMENT [EDU 300 Practicum 1 MIDTERM](#)

OVERALL COMMENT: Awesome work, Rachel! I look forward to seeing your growth in April!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0 1.0 <input type="text"/> 4.0	
Accounts for differences in students' prior knowledge		2.0 1.0 <input type="text"/> 4.0	Connected to previous learning
Exhibits fairness and belief that all students can learn		2.5 1.0 <input type="text"/> 4.0	All students were held to a high expectation with appropriate guidance
Structures a classroom environment that promotes student engagement		2.5 1.0 <input type="text"/> 4.0	All students were expected to write down information on a post-it (one student "I love post-its) Great objects! Students were very excited. Keep learning strategies to keep students focused on learning. Students were very excited about the hula-hoop Venn diagram Great idea to use different colored stickies for the areas on the Venn diagram - so helpful for the visual learners Consider reviewing the Venn diagram in a way that the students are more engaged (you read, they listened).

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	<p>Clearly stated the expectation - write down 3 details (at the desk)</p> <p>Consider giving students a time limit (helps with "I'm not done")</p> <p>"Be respectful of items" before handing them out</p>
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	<p>Good movement around the classroom</p> <p>Your voice is kind and firm</p> <p>Start to explore appropriate voice levels (what works for you) and how to bring students back to the group. You had students put them back in the box (good) but could you have a signal so the students could keep the objects in front of them?</p>
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	<p>I do - Students joined you at the carpet; good hand movement to help students understand the difference between compare and contrast; Students discussed 2 objects with a partner; Students shared their observations with the whole group while you summarized and used the hand movements to show similar and different; you then introduced a Venn diagram and compare and contrast; you showed an example (good think-aloud to show what you are doing).</p> <p>We do - Used sticky notes in a familiar story to find details and created a group Venn diagram</p> <p>You do-</p> <p>Great work scaffolding your instruction. I could "feel" the scaffolding you were providing your students. It is clear there was a step-by-step instructional practice you were following.</p>
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	<p>Connected prior knowledge by having students read and respond on a post-it</p>
Uses multiple methods of assessment		1.0 <input type="text" value="1.5"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="2.0"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="2.0"/> 4.0	

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="1.5"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	

Annotated Documents

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