



Assessment Details

SCORE: 2.0 [Hemmingson, Katelyn](#)

SUBMITTED 2020-12-01 00:03:55

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ASSESSOR [Miller, Loni](#)

TYPE Manual

PLACEMENT Fall 2020 B1

TOC n/a

INSTRUMENT [EDU 300 Practicum 1 FINAL](#)

OVERALL COMMENT: *None*

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0 1.0 <input type="text" value="2.0"/> 4.0	Wrote elements of realistic fiction on the board
Accounts for differences in students' prior knowledge		2.0 1.0 <input type="text" value="2.0"/> 4.0	Connects lesson to learning from yesterday Good examples with fantasy are not realistic fiction
Exhibits fairness and belief that all students can learn		2.0 1.0 <input type="text" value="2.0"/> 4.0	Nice work NOT getting stuck on spelling; instead, you used a strategy students use when they come to a word they do not know how to spell.
Structures a classroom environment that promotes student engagement		2.0 1.0 <input type="text" value="2.0"/> 4.0	Good idea to have a team writing activity. Consider adding further supports (perhaps a graphic organizer) to keep students on track with the task.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		2.0 1.0 <input type="text"/> 4.0	<p>Listed materials needed on the board</p> <p>Called students attention to the board- give them a countdown and then call out the positive while students are waiting</p> <p>Pulled students to the front of the room by calling numbers</p> <p>Reminded the students of the 4 Bs.</p> <p>Stay away from asking for good behavior, ex. Can you...? Will you...? Be assertive- ex. I need... Voice level... (make questions into statements)</p> <p>Stay away from threats - We might have to stay in for recess.</p>
Responds appropriately to student behavior		2.0 1.0 <input type="text"/> 4.0	<p>When asked, what do we need, you referred them to the board - good to work on independence</p>
Effectively teaches subject matter		2.0 1.0 <input type="text"/> 4.0	<p>When students are working, what made you move to certain areas?</p> <p>Try to focus on the learning objective to make these decisions.</p>
Guides mastery of content through meaningful learning experiences		2.0 1.0 <input type="text"/> 4.0	<p>- review of realistic fiction (students took notes from what you wrote on the board)</p> <p>I do - example of story expectations, read the story to the students (could you post it?)</p> <p>We do -</p> <p>You do- students worked on their writing piece</p> <p>Don't forget to give students a gradual release of responsibility.</p>
Uses multiple methods of assessment		2.0 1.0 <input type="text"/> 4.0	
Connects lesson goals with school curriculum and state standards		2.0 1.0 <input type="text"/> 4.0	
Collaboratively designs instruction		2.0 1.0 <input type="text"/> 4.0	
Differentiates instruction for a variety of learning needs		2.0 1.0 <input type="text"/> 4.0	
Uses feedback to improve teaching effectiveness		2.0 1.0 <input type="text"/> 4.0	

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	

Annotated Documents

Comments on Page Content