



# Assessment Details

**SCORE: 2.3** [Mertz, Sarah](#)

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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

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Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	<p>Stay away from, "what do you think a ...is?" Tell them. This will stop misconceptions in their tracks.</p> <p>You had visuals, peer talks, choral responses, and hand-outs. Started with creating a word together (I do, we do), moved to using whiteboards with a share-out, played a game to practice with a partner.</p> <p>Good work calling them back to the group (after the game) and review the importance of basewords.</p>
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	<p>Students were given the task of coming up with 3 basewords - consider giving them a time limit.</p>

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	
Responds appropriately to student behavior		1.0 <input type="text" value="2.0"/> 4.0	Used countdown to bring students back (watch out for turning your back to the students when you write on the board). When you do the countdown and students are still talking, point ou the students who are complying with your expectation - "Sally, thank you for your attention, etc."
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	Very clearly stated the learning expectations of the lesson at the beginning.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="2.0"/> 4.0	Quickly and kindly clarified misconceptions for students - everyone succeeded What were you looking for each student to do to show you they understood prefixes (grading criteria)?

Criterion	Description	Score	Comments
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="2.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	Great ideas included in your lesson plan. Practice implementing them with your students.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content

