



# Assessment Details

## 2.3 Delger, Erin

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ASSESSOR Miller, Loni

TYPE Manual

TOC n/a

INSTRUMENT [Practicum 1 EDU 300 MIDTERM Evaluation Rubric](#)

### OVERALL COMMENT: Erin,

You did a great job, especially as this was your first day in the classroom. You create great lessons, but I would encourage you to spend the rest of the week making sure you follow your plans. I saw so many great strategies in place, just remember to use them. Once you find that balance you will grow in your confidence. It was a true pleasure to observe and reflect with you. Great job!

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	Your lesson plan was well developed, but you did not implement the plan. You had a lesson that was engaging and exploratory. Just remember to bring the students back to the learning.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	You had a great book to show students multiple examples of inventions. However, you needed to be clearer about why they were looking at them.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.5"/> 4.0	You are very kind in the classroom. Remember that you are in charge of the group and will need to tell the students to do something, not ask.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.0"/> 4.0	This is a great start to your first day of practicum! Consider having the students share out an invention from the book to cut down on time.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	You used multiple strategies to manage your students. Just remember if you say something, make sure the students follow through with the expectation.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Keep working on how to handle different situations in the classroom. Your class is very well behaved, so ask your teacher what she does to get them to this independent level.
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	As stated above, you had a good plan but it did not get implemented. Take the rest of the week to become more comfortable in front of the classroom, so you are confident in your plan. As you have a great plan, you can spend the rest of the week focusing on the implementation and timing of the lesson.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	You had an objective, vocabulary words, and other learning tools written on the board. However, you did not refer to them until the wrap up of the lesson. Start the lesson by telling the students what they are learning so they can focus on what is important.
Uses multiple methods of assessment		1.0 <input type="text" value="2.0"/> 4.0	You used questioning and an exit slip. How will you use this information? What are you using to assess the final project?
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="1.5"/> 4.0	You have a writing standard on your lesson plan, but what writing did you teach them?
Collaboratively designs instruction		1.0 <input type="text" value="n/a"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	You had a very well thought out plan on your lesson plan, but I did not see it implemented.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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