



# Assessment Details

## 3.2 Kaseman, Abby

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

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

**OVERALL COMMENT:** This was a lesson at the third grade level as part of a language arts unit on Fact and Opinion leading to writing an opinion piece. Abby taught this small group lesson to two separate groups. Abby incorporated all the steps of an effective lesson beginning with a Review and concluding with a Closure or Summary., The lesson was well planned and organized and Abby completed the lesson and the students appeared successful taking full advantage of the planned amount of time. Abby is in a very rare situation as she is teaching all afternoon, all week in this classroom in only the second week of the Practicum I program. The teacher thinks a lot of Abby and is very confident in Abby's teaching and Abby appears excited for this opportunity and seems to be doing very well..

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	The lesson appeared to be developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Though there were just five students in each of the reading groups for this lesson, there was quite a difference in students knowledge and ability. Abby appeared to address these differences well within the lesson.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Abby exhibits a fairness for each student setting standards to their abilities.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Abby presented the lesson with enthusiasm and the students became engaged.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Though Abby was clear in her expectations for students, at times the students seem to need more reminders .She will want to coach this more and may want to explore taking more class time or perhaps other time to get to the desired compliance.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Abby used management techniques appropriately. She also used the strategy of Wait Time effectively in a whole group situation, as when she asked for all students to have her eyes on her, she waited and called out students until she had the attention of all the students.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Abby appears to have a rich understanding of the learning sequence at this third grade level, particularly for this being Practicum I. She recognized the students understood and maybe were becoming bored with Fact and Opinion and planned her lesson challenging them to extend their learning by writing an Opinion piece.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	See above
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Abby monitored student learning within the small groups and would also formally assess their learning with their assignment writings.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was directly correlated to state standards and the school curriculum.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	The lesson was developed with the classroom teacher and the classroom teacher expresses the highest regard for Abby's teaching.

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Abby varied her expectations for the completed work based on each student's abilities.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Abby appeared to be genuinely interested in receiving feedback on her teaching.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Abby reflects on her lessons and she reports that following each lesson, actually writes notes on her lesson plans of things she would do differently should she ever be in the situation to teach this lesson again.

Annotated Documents

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