



Assessment Details

3.3 Kaseman, Abby

SUBMITTED 2018-03-16 13:13:50

ASSESSED 2018-03-20 11:30:29 Results
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ASSESSOR [Enockson, Molly \(external\)](#)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: None

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	Abby created engaging lessons that were at grade level with an appropriate amount of challenge and designed scaffolds of support.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Abby's lesson plans involved active student participation (and incorporated different learning styles.)
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="4.0"/> 4.0	Impressed by Abby's ability to ask questions that were higher order. She probed students, never spoon-feeding the answers.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="4.0"/> 4.0	Abby was given the topic of persuasive reading/writing. She used Scholastic News to learn about that style of writing but then lead students into a debate which was meaningful and age-level appropriate.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Abby's reading lessons were spot-on to our curriculum and standards
Collaboratively designs instruction		1.0 <input type="text" value="4.0"/> 4.0	Abby was pro-active in setting a planning time with me (outside her practicum week.) She asked questions and was thorough in her planning.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Abby was attentive to different learning needs in the classroom. She utilized some approaches of differentiation in reading groups.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Abby sought feedback and enjoyed helping me with feedback on my own teaching and strategies. We learned from each other.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content