



Assessment Details

2.1 [Binegar, Erica](#)

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ASSESSOR [Hager, Sheila](#)

TYPE Manual



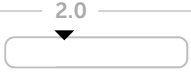




TOC n/a

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

OVERALL COMMENT: Your warm smile helps students become at ease. Your lesson flowed, but followed the wrong standard. When planning lessons, stick to that standard and also keep in mind to change up activities to keep the students on track. Hope you are enjoying the rest of your week.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	Spend more time on examples of good/poor fluency. Students can hear what a good fluent reader sounds like, but what has that reader done to make it a good read? Intonation of voice, stopping at punctuation marks, stressing certain words, etc. Students know this, but need to be reminded of it.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0  4.0	
Structures a classroom environment that promotes student engagement		1.0  4.0	When I know I am reader #5, and there is no discussion in between, what keeps me on track to actually listen to the others reading? Since fluency was your standard, how could you involve the students to be practicing their fluency?
Clearly communicates expectations for appropriate student behavior		1.0  4.0	When students are reading, you should always preface the reading with a goal in mind. Was the goal to listen for fluent reading or was the goal to answer comprehension questions? When students have a clear directive, they are more apt to be in tune to the activity at hand.
Responds appropriately to student behavior		1.0  4.0	When using a jingle to catch their attention: "Class/Yes?", change up the jingle for if you overuse it, the students will tune you out.
Effectively teaches subject matter		1.0  4.0	The standard was on fluency, and you began your lesson by discussing what makes a good fluent reader; but then didn't follow through with that thought. Your questions were on the comprehension, and then your worktime was spent on circling vocabulary words. Your challenge to this lesson was how to create a lesson to get students to read more fluent: perhaps choose a paragraph and have kids chant it by group, by individuals, by pairs, etc.
Guides mastery of content through meaningful learning experiences		1.0  4.0	To hold students' attention, lessons need to be changed up. Instead of reading in numerical orders, pick out of a hat, or walk around the room, and pretend to play a game choosing a student.
Uses multiple methods of assessment		1.0  4.0	Your questions at the end of the reading were a nice blend of concrete and abstract, but since the standard was on fluency, how could've you assessed students' fluency?

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="1.5"/> 4.0	When writing a lesson plan, keep going back to your standard to make sure you are right on target of what is to be taught during that time frame.
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	When reading verbally, you gave a shorter or easier paragraph to your lower readers this is a good way to differentiate, keeping students involved, just not frustrating them.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="2.5"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.5"/> 4.0	The best thing to do at the end of a day of teaching is to self reflect on how lessons went. Which parts felt good and went well for the students and you; which parts should be changed up to either teach the standard better or to keep students on track.

Annotated Documents

Comments on Page Content