



# Assessment Details

**SCORE: 2.3** Brekhus, Shelby

**SUBMITTED** 2020-10-13 13:35:43

**ASSESSED** 2020-10-23 14:30:11 **Results Seen** 2020-10-23 14:32:09

**ASSESSOR** Miller, Loni

**TYPE** Manual

**PLACEMENT** Fall 2020 B1

**TOC** n/a

**INSTRUMENT** EDU 300 Practicum 1 MIDTERM

**OVERALL COMMENT:** This was a wonderful, first week, block 1 lesson! You have a great understanding of the importance of guiding your students through learning. The board/slides were a great tool that kept the students engaged. Very, well done, Shelby!

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;">                     2.5                      1.0 <input type="text" value="2.3"/> 4.0                 </div>	
Accounts for differences in students' prior knowledge		<div style="text-align: center;">                     2.0                      1.0 <input type="text" value="2.0"/> 4.0                 </div>	
Exhibits fairness and belief that all students can learn		<div style="text-align: center;">                     2.5                      1.0 <input type="text" value="2.5"/> 4.0                 </div>	
Structures a		2.0	Excellent use of the board to

classroom environment that promotes student engagement		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>assist student learning! How did you choose the student to call on? If they didn't have their hands raised, how did you know they understood the content? Long a digraph - "turn and talk about what you think it is"</p>
Clearly communicates expectations for appropriate student behavior		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Used countdown and "eyes on me" cue Class, class, class</p>
Responds appropriately to student behavior		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Discuss with your practicum teacher how she taught the procedures for sitting on the floor. There was a point that students were supposed to clap, but not all complied. Good work stating, "I didn't see everyone clapping," and then repeating the task.</p>
Effectively teaches subject matter		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Nice work on your phonics lesson.</p>
Guides mastery of content through meaningful learning experiences		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>I do- verbal review of the rule We do- examples with the whole group - nice guidance! You do - students found the long a sound in the sentence</p>
Uses multiple methods of assessment		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	<p>Think about how you could prove students were ready to move to the next slide (or not).</p>
Connects lesson goals with school curriculum and state standards		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	
Collaboratively designs instruction		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	
Differentiates instruction for a variety of learning needs		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	
Uses feedback to improve teaching effectiveness		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	
		<p>2.5</p>	

Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value=""/> 4.0	
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## Annotated Documents

## Comments on Page Content