



# Assessment Details

**3.0** Schneider, Santana

**SUBMITTED** 2018-03-11 16:44:00

**ASSESSED** 2018-03-17 10:46:19 Results  
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**ASSESSOR** Hager, Sheila

**TYPE** Manual

**TOC** n/a

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

**OVERALL COMMENT:** Great job Santana on creating a lesson that was intriguing and captivating to your students. You ran the same theme throughout the lesson, just changing up the activities to keep students engaged and interested. It was a pleasure to observe you!

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Lessons should be developed around the senses of visual/auditory/tactile so you are hitting the students' strengths. Your lesson included all 3 ... good job.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Review: what do the students already know? When introducing your lesson, you reviewed main idea to get their little brains focused on the standard for the lesson and also to help you know where their thought process was on 'main idea'.
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	It is an unwritten rule that students in the primary area should not be sitting for more then 10 minutes. You incorporated much movement in your lesson, staying with the standard, but doing it in a creative way to get the students up and about the classroom. GREAT job!

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Remember that the teacher doesn't need to stand in the same place while engaging students. Your movement throughout your students' group can be a subtle way of settling a students' difficulty on staying on task.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	When creating a lesson, compare it to a speech: grabber/review/teach/review/assess/closure ... you were right on when teaching this standard.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	There was no part of this lesson that was a filler; every piece of this lesson had a purpose toward the standard.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	A teacher uses assessments to prioritize where the students' knowledge is, and will then design future lesson plans according to their knowledge level. You had numerous informal, and a formal assessment to help you assess their knowledge on main idea. Good work!
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.5"/> 4.0	Great job of teaching this standard through so many different senses, striving at the students' strengths.
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="3.0"/> 4.0	Differentiation doesn't have to be long and tedious, just needs to challenge those high rollers and take the frustration level away from the struggling academic students. You incorporated both - beautifully done!
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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