



Assessment Details

3.2 [Leintz, Madison](#)

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TYPE Manual

ASSESSED 2018-12-05 17:20:05 **Results**
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TOC n/a

ASSESSOR [Conlon, Tom](#)

INSTRUMENT [Practicum 2 EDU 400 FINAL Evaluation Rubric](#)

OVERALL COMMENT: Madison planned a novel approach to teaching to the standard of summarizing the significance of American Symbols. She planned to have the students work in partners, moving throughout the room at different stations finding information on ten major American Symbols. Her original plan was for the students to use their chrome books to find the information which added to the student interest. To Madison's credit, when the technology did not work, she had made a backup plan using the same information on paper. In addition, she made this adjustment very easily and the students followed her lead and stayed engaged with her in the lesson.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	This was a Social Studies lesson on American Symbols presented in a fifth grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	This kind of lesson is meant to be a stand alone lesson and was not part of an overall unit of study. Madison began the lesson appropriately giving the students a definition of American Symbols and their importance.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Madison exhibits a fairness as she works with each student ,and appears to look for ways to challenge each student to the best of their abilities.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	This classroom appears to have a positive, safe, and respectful climate
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Students were engaged with the lesson and appear to work well in the partner learning strategy.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	The students did well as they transitioned to their first learning station without any directions relative to their behavior from Madison. At one point, Madison asked the students to transition at a zero talking level, meaning no talking. As this was a partner learning situation, students wanted and needed, and did talk. In the future, Madison will want to anticipate the situation and have her expectations relate to the activity..
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	The students appeared to do well in this activity without needing redirection.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Madison incorporated all the steps to an effective lesson while being mindful of the time to allow for an effective Closure.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Madison developed a lesson incorporating student movement, and partner learning as the students used clues to move from one station to the next as they learned about American Symbols.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	This was a lesson on American Symbols but Madison helped the students understand the overall concept by relating this learning to something all the students could relate, the golden arches of McDonalds.

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.5"/> 4.0	Madison had the students working collaboratively with their learning partners to find and use information.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Madison monitored student learning as she moved throughout the room assisting the students, she also could also review the partner groups writings, and had an independent exit slip to assess each students learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.5"/> 4.0	Madison found herself making a major adjustment when the technology was not working as planned. See comments below.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	Students were engaged through the strategies Madison had planned.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Madison appears genuinely interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Madison appeared to accurately assess her lesson.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content