








# Assessment Details

Print Return

**SCORE: 1.9** [Obrigewitch,\\_Hannah](#)

-  **SUBMITTED** 2020-10-13 13:35:43
-  **ASSESSED** 2020-10-15 11:02:19 ✓ Results Seen 2020-10-15 11:04:34
-  **ASSESSOR** [Miller,\\_Loni](#)
-  **TYPE** Manual

-  **PLACEMENT** Fall 2020 B1
-  **TOC** n/a
-  **INSTRUMENT** [EDU\\_300\\_Practicum\\_1\\_MIDTERM](#)

**OVERALL COMMENT:** I so appreciate your professionalism. You are kind, confident, and lovely to work with! Keep up the great work, Hannah!

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0	Remember to look at the text for EDU 315 for additional ideas to teach fluency.
Accounts for differences in students' prior knowledge		2.0	Allowed students to share their knowledge on spiders to activate and engage the students
Exhibits fairness and belief that all students can learn		1.5	How can you ensure all students are learning? For example, it appeared you called on students who raised their hands. How do you get all students engaged in the lesson? You could use pair-shares, etc.
Structures a classroom environment that promotes student engagement		2.0	Nice work. Continue to explore engagement opportunities in a "COVID" learning world. You do a wonderful job creating a classroom community. You treat the students with respect and they can feel you care about them. Just be careful about giving too many options. You state often "is that ok?" Sometimes students might say "no."
Clearly communicates expectations for appropriate student behavior		2.0	How did students know to raise their hands to answer questions? You will want to discuss how Mrs. K implemented procedures in her classroom. "Voices off in 3,2,1" "Raise your hand if you ..."
Responds appropriately to student behavior		2.5	Nice work pointing out the good behavior! "Student is sitting nice and patiently"
Effectively teaches subject matter		2.0	I do- Using the book was a great way to show students what you wanted them to do! We do - Students read the book chorally You do - Connected to read to self Great closure with critical thinking questions Remember students can only focus for the same minutes they are old - second graders are about 8, so 8-minute attention span.
Guides mastery of content through meaningful learning experiences		1.5	Consider the scaffolding that you are doing - where does this lesson lie in the "scheme of things?"
Uses multiple methods of assessment		1.5	You used informal formative assessment by asking students questions. Move toward collecting data that proves their learning.
Connects lesson goals with school curriculum and state standards		2.0	Good understanding of aligning objectives to the standard.
Collaboratively designs instruction		2.0	
Differentiates instruction for a variety of learning needs		n/a	You have options for differentiation on your lesson plan. During the lesson, you did not employ them (which is completely ok). Start thinking about how the data connects the differentiation opportunities.
Uses feedback to improve teaching effectiveness		2.0	
Uses self-reflection to improve teaching effectiveness		2.0	

Annotated Documents

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