UNIVERSITY of MARY

Assessment Details

2.6	Tollerud, Kaylee

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👤 **ASSESSOR** Conlon, Tom

✔ **TYPE** Manual

☰ **TOC** n/a

▦ **INSTRUMENT** Practicum 1 EDU 300 MIDTERM Evaluation Rubric

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OVERALL COMMENT: Kaylee taught this fourth grade language arts lesson on drawing inferences as her first teaching class on Monday morning of the first week in Practicum I. She planned well, incorporated many of the steps to an effective lesson, , used the Smart Board effectively, and was prepared with, and handed out two papers for each student that they were to use as they would work through the lesson. Though she seemed well prepared, the students seemed to struggle some with the difference between identifying an inference of a story' and basic comprehending of a story..

With this lesson, Kaylee might have discussed more of what making an inference is, in the minds of a fourth grade student. She could have used an example such as a fourth grade student getting an A'on their report card and ask the students what they could infer from that. The first inference would probably be that, that student was really smart, but one could also infer that the student worked very hard, or the student was really good, or really liked that particular subject, etc. From there, Kaylee might have transferred the learning to back to the story and used Guided Practice to make a T-Chart with the class with facts from the story on one side and the possible inferences on the other, visually demonstrating the difference between the two.

Assessed Criteria

Criterion	Description	Score		Comments
Supports student learning through developmentally		1.0 [2.5 ▾] 4.0		The lesson appeared to be developmentally appropriate but could be made more meaningful and the students could gain more

appropriate instruction			understanding of the concept by adding examples of personalized inferences students could make in their daily life. See comments below.
Accounts for differences in students' prior knowledge		**1.0** — 2.5 — **4.0**	Kaylee began the lesson with a quick overview of what is an inference. This discussion could be expanded upon to include such things as why or when, would it be important to make inferences while reading.
Exhibits fairness and belief that all students can learn		**1.0** — 3.0 — **4.0**	Kaylee appears to exhibit respect and has good expectations for each student.
Structures a classroom environment that promotes student engagement		**1.0** — 2.5 — **4.0**	Students appeared engaged. As Kaylee moves around the room monitoring student progress, she will want to positively reinforce students as appropriate, as well as further support any student that may be struggling.
Clearly communicates expectations for appropriate student behavior		**1.0** — 2.5 — **4.0**	Kaylee seemed to clearly communicate her behavior expectations but at times it appeared it took the students a little more time than it should have to transition to a different activity. Kaylee will want to identify how much time she thinks it will take for a particular transition and then tell the students of this expectation. For example, today she might have told the students that they would have 30 seconds to remove everything from their desks in order to start the nest class.
Responds appropriately to student behavior		**1.0** — 3.0 — **4.0**	There did not seem to be any individual students that needed redirection during this class.
Effectively teaches subject matter		**1.0** — 2.5 — **4.0**	Kaylee followed the steps of effective instruction (Mental Set, Introduction and Review, Input, Guided Practice, Independent Practice, and Closure or Summary). She will want to further develop each of them as she proceeds through the lesson, responding and

			adjusting her instruction based on student responses.
Guides mastery of content through meaningful learning experiences		2.5 ▼ 1.0 [ ] 4.0	Kaylee used the Smart Board effectively and had prepared individual paper copies of this for each student. This kept the students visually engaged throughout the discussion. At one point she asked the students to underline the date, setting, conflict, and resolution of a short story she had prepared for them. In these types of assignments it is usually a good idea to have a written reminder of those points on the board which would keep the students on task and free the teacher from moving around the room reminding the students of the requested tasks.
Uses multiple methods of assessment		2.5 ▼ 1.0 [ ] 4.0	Kaylee assessed students learning in a whole group discussion and also as she moved throughout the room. She will want to also explore alternative assessment methods such as some type of paper/pencil activity in a more formal type of assessment in future lesson on Inferences.
Connects lesson goals with school curriculum and state standards		2.5 ▼ 1.0 [ ] 4.0	The lesson goals were connected to the school curriculum and state standards.
Collaboratively designs instruction		2.5 ▼ 1.0 [ ] 4.0	
Differentiates instruction for a variety of learning needs		2.5 ▼ 1.0 [ ] 4.0	
Uses feedback to improve teaching effectiveness		2.5 ▼ 1.0 [ ] 4.0	Kaylee appeared genuinely interested in receiving feedback and asked questions about aspects of her teaching we had not reviewed.
Uses self-reflection to improve		2.5 ▼ 1.0 [ ] 4.0	Kaylee seems to be able to accurately assess the effectiveness of her lesson.

teaching effectiveness			

Annotated Documents

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