

Assessment Details

3.1 Markwardt, Kenzie

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 **ASSESSOR** [Conlon, Tom](#)



 **TYPE** Manual

 **TOC** n/a

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

OVERALL COMMENT: While collaborating with the fourth grade teacher at this school, Kenzie developed this lesson on writing a proper email message. This lesson was extremely timely as it was National Electronic Messaging Day, but also the teachers had been noticing students had not been messaging properly, and were also messaging at inappropriate times. Kenzie was able to add meaning and purpose to this lesson using those factors. Research shows us that learning increases when it becomes meaningful and the students realize its' importance, and at this time, it was also timely. Kenzie planned and developed this lesson in collaboration with this homeroom teacher and the lesson was going to be used in all of the fourth and fifth grade classrooms at this school.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction			This was a lesson presented in this fourth grade classroom, on composing a proper email message, and was especially planned for this day as it was National Electronic Greeting Day. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge			Kenzie began this lesson under the assumption that the students knew and understood the parts of a basic letter and she could get right into helping the students transfer this knowledge into this electronic message. To her credit, she began

			to recognize that the students did not appear to have all of this knowledge, and she then spent more time in the whole group lesson teaching the parts of a letter or an electronic message. This was a unique lesson and was intended to be a stand alone lesson. Typically when a teacher would begin a new unit of study they would do some kind of pre-assessment and would have an understanding of the students' prior knowledge. In this lesson, Kenzie did well to adjust her lesson as she discovered their knowledge level on this skill.
Exhibits fairness and belief that all students can learn			
Structures a classroom environment that promotes student engagement			Students seem to be universally engaged in technology and became readily engaged in this lesson.
Clearly communicates expectations for appropriate student behavior			In this classroom there seems to be an understanding of the expectations of student behavior in each situation and Kenzie did not need to spend the time addressing this again.
Responds appropriately to student behavior			Kenzie did not have to redirect students much through this lesson as they were engaged. At one point in the whole group portion, a student blurted out a response and Kenzie simply reminded the student to raise his hand and continued the session without interruption.
Effectively teaches subject matter			Kenzie used the white board effectively identifying the parts of a letter/message giving the students a visual focus to the learning. She also used the Active board to support learning.
Guides mastery of content through meaningful learning experiences			Kenzie had the students engage in a most meaningful experience as they were to compose their own email message with all the proper components and send it to her.
Uses multiple		3.5	Kenzie had an authentic

methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	assessment as the students had to send her their email message
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was correlated to school curriculum and state standards.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	This lesson was collaboratively designed with the classroom teacher and shared with other classes within this school.
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	Kenzie appears genuinely interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Kenzie appears to accurately assess her teaching effectiveness.

Annotated Documents

Comments on Page Content