

Student Teaching Formative Assessment

Student Teacher _____

School _____

Cooperating Teacher _____

Grade _____

University Supervisor _____

Indicate a subject area if appropriate.

Trimester _____

Check the box to indicate the rater of this form.

This form is used to assess student teachers after 5 weeks and after 10 weeks. Since this is a formative assessment, it is used by the university supervisor and cooperating teacher to help identify areas in which the student teacher is making satisfactory progress and areas in which students should work to improve. In addition, the student teacher reflects on his or her own performance.

The form is organized according to the Illinois Professional Teaching Standards. There are one, two, or three elements listed for each of the 11 standards. The rubric describes four levels of performance for each element: Unsatisfactory, Satisfactory, Proficient, and Distinguished. Under each element are two blanks where ratings--U, S, P, or D--are recorded, the 5th-week rating in the first blank and the 10th-week rating in the second blank. Since performance in all areas may not have been observed after 5 weeks, some areas may not have a rating recorded. It is hoped that it will be possible to rate the student teacher in all areas by the 10th week. Please read the descriptions of the performance levels carefully. It is expected that students will receive Satisfactory ratings in many categories and may receive a few Proficient ratings. Since student teachers are just beginning to develop their abilities in many areas, Distinguished ratings will occur infrequently and should be used to recognize exceptional performance. Space is provided below for additional comments.

Fifth-week comments:

Date: _____

Tenth-week comments:

Date: _____

Standard	Element and Ratings	Level of Performance			
		Unsatisfactory	Satisfactory	Proficient	Distinguished
1. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.	Knowledge of Content 5 th week 10 th week _____ _____	Makes errors in content or does not correct errors of students.	Displays basic content knowledge, but does not make connections to other content areas or to other parts of lesson subject area.	Displays firm grasp of content knowledge and makes connections between the content and other content areas when appropriate.	Uses knowledge of content to develop concepts in a way that builds on previous knowledge and emphasizes aspects of current concepts that will help students learn future topics.
	Use of Multiple Perspectives _____ _____	Uses only one explanation or representation, even if students do not seem to understand this presentation.	Is able to rephrase an explanation or represent a concept in more than one way.	Rephrases explanations or represents concepts in more than one way in response to students' individual learning styles or classroom context.	Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
	Troubleshooting _____ _____	Uses limited methods of presentation and is unable to respond to common misunderstandings.	Generally understands common misunderstandings and attempts to adjust instruction when they are encountered.	Anticipates common misunderstandings regarding concepts and adjusts instruction accordingly.	Plans instruction to minimize common misunderstandings through a variety of instructional approaches.
Standard	Element	Level of Performance			
		Unsatisfactory	Satisfactory	Proficient	Distinguished
2. The candidate understands how individuals grow, learn, and develop and provides learning opportunities that support the intellectual, social, and personal development of all students.	Developmental Characteristics of Students _____ _____	Displays little knowledge of developmental characteristics of students or uses developmentally inappropriate activities.	Designs some lesson procedures and activities in a developmentally appropriate way.	Demonstrates a sound understanding of the developmental characteristics of the students in designing instruction.	Designs instruction that is developmentally appropriate and challenges students to extend their understanding and engage in critical thinking.
	Prior Knowledge and Experiences _____ _____	Does not build new content on prior knowledge and past experiences.	Sometimes builds on familiar ideas and past experiences.	Assesses prerequisite knowledge and designs instruction appropriate to the background knowledge of the students.	Introduces and develops concepts and procedures at different levels of complexity that are meaningful to students with different prior learning experiences.

Standard	Element	Level of Performance			
		Unsatisfactory	Satisfactory	Proficient	Distinguished
3. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Adaptations to Learning Differences _____ _____	Does not adapt instruction to individual differences.	Makes some accommodation for individual differences.	Includes possible adaptations in lesson plans and implements them when appropriate.	Uses a wide range of instructional strategies to meet and enhance learning for all students.
	Sensitivity to Diversity _____ _____	Displays little awareness of student diversity.	Occasionally acknowledges students' cultural heritage and incorporates this into instruction.	Displays knowledge of students' cultural heritage and incorporates this knowledge in designing instruction.	Uses cultural diversity and individual student experiences to enrich instruction.
Standard	Element	Level of Performance			
		Unsatisfactory	Satisfactory	Proficient	Distinguished
4. The candidate understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Lesson Design _____ _____	Instructional activities do not support lesson objectives and/or are not organized in an appropriate sequence.	Activities follow an organized sequence, but do not support the objectives or are not completely clear.	Designs a well-organized sequence of activities that support lesson objectives.	Designs instruction that incorporates knowledge of the subject matter and students and matches lesson objectives.
	Unit Planning _____ _____	Does not develop lessons that support the objectives of the unit.	Lessons generally adhere to a logical sequence of unit objectives.	Develops lessons that support well-sequenced objectives and include a variety of activities and assessment techniques.	Lessons organized cohesively, support specifically stated and well-sequenced objectives that integrate use of a variety of instructional materials and activities and demonstrate an awareness of student differences and needs.
	Instructional Resources _____ _____	Does not find useful resources, uses resources that are inaccurate or interprets them incorrectly, or does not use technological resources.	Finds and uses accurate materials and technological resources.	Seeks out and uses a variety of print and technology resources in planning instruction.	Uses a wide variety of print and technology resources in planning instruction. Uses online resources and incorporates online activities in lessons.

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5. The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Classroom Management _____ _____	Spends too much time controlling behavior to the detriment of student learning or ignores inappropriate behavior.	Maintains control most of the time with a significant amount of teacher direction and monitoring.	Appropriate class decorum is achieved and time is mainly spent in productive work with most students' cooperation.	Maintains appropriate classroom decorum and maximizes the amount of class time spent in learning by establishing appropriate expectations for communication and behavior.
	Classroom Environment _____ _____	Classroom environment is ignored to the point of impeding productive work and motivation.	Maintains a classroom environment that supports students' individual engagement in productive work.	Creates a classroom environment that enhances students' motivation and engagement in productive work.	Makes decisions to enhance social relationships, student motivation, and engagement in productive work through mutual respect, cooperation, and support for one another.
Standard	Element	Level of Performance			
		Unsatisfactory	Satisfactory	Proficient	Distinguished
6. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Variety of Strategies _____ _____	Does not provide opportunities for students to engage in problem solving or critical thinking.	Provides some opportunities for problem solving and critical thinking.	Uses a variety of strategies that are appropriate for helping students develop problem-solving and critical-thinking strategies.	Uses multiple teaching strategies to engage students in learning opportunities that promote the development of critical-thinking and problem-solving abilities.
	Teacher Role _____ _____	Acts primarily as the giver of information and asks few questions that require problem solving or critical thinking.	Presents problem-solving and critical-thinking opportunities, but guides students to problem solutions.	Provides students with opportunities to develop problem-solving and critical-thinking strategies individually and in small groups without intervening to give solutions.	Constructs learning experiences that develop concepts and skills through well-chosen problems and questions.
	Reasoned Eclecticism _____ _____	Makes instructional decisions based primarily on orthodoxy or convenience.	Attempts to find pragmatic alternatives in instructional decision making.	Regularly searches for and implements pragmatic alternatives in instructional decision making.	Makes instructional decisions based on reasoned choice among carefully considered pragmatic alternatives.

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7. The candidate uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Oral and Written Communication _____ _____	Oral communication contains errors or mispronunciations. Written communication is not clear or correct.	Oral and written communication is clear and correct and usually appropriate to the level of the students.	Oral and written communication is clear, correct, and developmentally appropriate to the students.	Oral and written communication is precise with words well chosen to enhance the lesson.
	Questioning _____ _____	Asks only low-level questions.	Some questions ask students to engage to higher-order thinking and to explain responses.	Uses questioning to engage students in higher-order thinking and to develop concepts by asking students to justify and clarify responses.	Promotes higher-level thinking and stimulates discussion using divergent questions.
	Materials and Technology (Magnetic materials, overheads, computers, and projectors) _____ _____	Oral and written communication are the only modes of communication used with students.	Occasionally uses a variety of communication tools to communicate with students.	Includes the use of materials and technology to enhance communication with students.	Uses a wide variety of communication techniques to maximize communication with students, taking into consideration the different learning styles of students.

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8. The candidate understands various formal and informal assessment strategies and uses them to support the continuous development of all students.	Assessment of Student Progress _____ _____	Shows no ongoing monitoring of student learning beyond completion of work.	Monitors student progress throughout lessons.	Uses a variety of assessment strategies to monitor student progress.	Uses a variety of assessment strategies to monitor student progress and adjusts instruction accordingly.
	Alignment with Objectives _____ _____	The assessment does not match lesson objectives.	Most of the assessment matches lesson objectives.	The assessment closely matches lesson objectives.	The assessment provides clear evidence of the level at which students have reached lesson objectives.
	Organization and Use of Assessment Data _____ _____	Lacks the ability to successfully organize and interpret assessment data.	Papers are regularly scored, recorded, and used to diagnose student difficulties.	Assessment data is routinely organized and used to adjust instruction.	Assessment data is used to improve quality of instruction and communication with students.

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9. The candidate understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parent/guardians, and the community to support students and well-being.	Collaborative Relationships _____	Shows no evidence of collaboration with cooperating teacher.	Discusses lessons with cooperating teacher.	Has collaborated with cooperating teacher in planning lessons.	Has collaborated with cooperating teacher to determine lesson objectives and to plan lessons.
	Collaboration with Families _____	Shows no evidence of communication with families.	Communicates with families to a limited degree.	Communicates with families and attempts to work productively with them to help their children learn.	Involves families in substantial ways to collaborate in planning instructional activities.
Standard	Element	Level of Performance			
		Unsatisfactory	Satisfactory	Proficient	Distinguished
10. The candidate is a reflective practitioner who continually evaluates how choices and actions affect students, parent, and other professionals in the learning community and actively seeks opportunities to grow professionally.	Reflection on Teaching _____	Is not able to judge whether or not a lesson has been successful.	Offers general comments regarding the effectiveness of lessons and how lessons might be improved.	Analyzes his or her teaching identifying strengths and weaknesses. Suggests alternative methods that might be used to improve lessons.	Analyzes his or her teaching identifying strengths and weaknesses. Makes specific suggestions regarding how lessons might be improved and describes how these teaching experiences can be used to improve future teaching.
	Commitment to Lifelong Learning _____	Is unaware of the need for continual learning and improvement.	Is aware of the importance of continual learning and improvement.	Exhibits concern for continual learning by taking advantage of learning opportunities.	Exhibits concern for continual learning by actively seeking opportunities for professional development and learning.
Standard	Element	Level of Performance			
		Unsatisfactory	Satisfactory	Proficient	Distinguished
11. The candidate understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.	Professional Conduct _____	Is not totally prepared to teach and/or acts or dresses in an unprofessional manner.	Exhibits professional behavior, including being punctual, appropriately dressed, and prepared to teach.	Is well prepared to teach lessons. Is professional in dress and demeanor.	Is well prepared to teach lessons and has shown initiative in preparing lesson materials. Is professional in dress and demeanor.

Adapted from the work of Charlotte Danielson. September 2002

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