

7. Oral and Written Language Score <u>2</u>	Candidate's language is inaudible or illegible or contains many syntactic or semantic errors. Vocabulary may be vague, inappropriate, or incorrect.	Candidate's language is audible and legible and is mostly free from syntactic or semantic errors. Vocabulary is correct, but is too concrete or abstract for pupils.	Candidate's spoken and written language is clear and correct. Vocabulary is correct and key terms are explained clearly.	Candidate's spoken and written language is consistently clear, correct, and expressive. Rewording is used as needed. Key terms and related terms are explained clearly, including those which arise during the lesson.
8. Use of Materials: Appropriateness Score <u>2</u>	Visual supports, technological tools, and manipulatives are missing, invalid, or used inappropriately or incorrectly.	Visual supports, technological tools, and manipulatives are valid but not explained correctly or not used appropriately.	Visual supports, technological tools, and manipulatives are valid and used appropriately.	Visual supports, technological tools, and manipulatives are valid, focused on key ideas, and used appropriately.
9. Activities aligned with Assignments Score <u>3</u>	Activities and assignments are developmentally inappropriate for pupils, un-motivating, and/or invalid for the stated goals of the lesson.	Activities and assignments are somewhat appropriate, and/or provide inconsistent engagement for pupils.	Activities and assignments are mostly appropriate and provide consistent engagement for most pupils.	Activities and assignments are appropriate and provide consistent engagement for all pupils.
10. Accommodations for students needing extra support or enrichment Score <u>2</u>	There are no accommodations or modifications for intended students.	Some limited accommodations and modifications are used for intended students.	Appropriate accommodations and modifications are used for intended students.	Detailed and varied accommodations and modifications are used for intended students.
11. Diversity in language, culture, and learning styles Score <u>2</u>	There are no resources, materials, examples, or applications that address student diversity.	There are minimal resources, materials, examples, or applications that address student diversity.	There are several resources, materials, examples, or applications that address student diversity.	There are plentiful resources, materials, examples, or applications that address student diversity.
12. Monitoring Current Learning Score <u>2</u>	Candidate gives no evidence of being aware of students' learning.	Candidate gives minimal evidence of being aware of students' learning.	Candidate gives evidence of being aware of students' learning during the lesson using a planned method of evaluating students' learning.	Candidate consistently monitors students' learning throughout the lesson and adjusts aspects of the lesson accordingly.
13. Critique: Post Lesson Reflection Score <u>2</u>	There is no post-lesson reflection.	Candidate gives surface level or inaccurate reflection.	Candidate reflects on specific elements that did and did not work.	Candidate reflects on specific elements that did and did not work and provides detailed suggestions or recommendations for following up on the lesson.

Winter writing activity was age appropriate and could be completed by children of various abilities.

Examples are given for criteria marked with an asterisk (*).
Competency = a minimum score on each element of 1 (pre-student teaching) or 2 (student teaching)

Suggestions for Improvement or Corrective Action:

Signature of Evaluator: Megan Kelly Date: 12/10/07 Total Score: 27