

FORMATIVE ASSESSMENT

Teacher Candidate:		Faculty Supervisor:		Cooperating Teacher:	
Date:		School:		Grade/Subject:	

Assessment and Evaluation	Visit	NA	NM	D	M	CM	Unit and Lesson Planning and Preparation for Learning	Visit	NA	NM	D	M	CM
Considers assessment (framework) while constructing lessons & units. How will students demonstrate their learning?	1	<input type="checkbox"/>	Knowledge of subject matter	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Performs pre-assessment of student's skills knowledge, or experience	1	<input type="checkbox"/>	Familiarity with MB curriculum	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Has considered /used a variety of assessment strategies & tools	1	<input type="checkbox"/>	Clarity of Plans (lesson & unit)	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Checks for student understanding during lesson	1	<input type="checkbox"/>	Lessons demonstrate activating, acquiring, and applying strategies of lesson content	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Discusses assessment practices & results with the CT	1	<input type="checkbox"/>	Assessment data was considered/used to inform	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Feedback to students is provided in a timely fashion	1	<input type="checkbox"/>	ICT has been utilized or considered in delivery & for student learning	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Identifies students who need assistance during & following lessons	1	<input type="checkbox"/>	Necessary resources / materials are utilized & available	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Demonstrates understanding of assessment "as/for/of" learning	1	<input type="checkbox"/>	Cultural sensitivity/diversity is evident	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Matches assessment strategies to learning outcomes/targets	1	<input type="checkbox"/>	Differentiated instruction is evident (ie. MI's, Learning Styles, abilities, interests, etc.)	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Student input into assessment development & criteria is practiced/considered	1	<input type="checkbox"/>	Indigenizing content has been considered in planning process	1									
	2	<input type="checkbox"/>		2									
	3	<input type="checkbox"/>		3									

NA – Not applicable – Area listed is N/A to the lesson under observation

NM – Not Meeting – Does not meet expectations in this area for a pre-service teacher in this placement

D – Developing – Always demonstrating effort & growth in this area

M – Meeting – Usually demonstrates the skill set expected of a pre-service teacher

CM – Consistently Meeting – Demonstrates the skill set expected of a pre-service teacher in this placement

Delivery of Instruction	Visit	NA	NM	D	M	CM	Classroom Engagement & Environment	Visit	NA	NM	D	M	CM
Lesson purpose is clearly evident to students	1	<input type="checkbox"/>	Classroom is a safe environment where students are engaged in learning	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Makes use of teachable moments	1	<input type="checkbox"/>	Has the attention of most students prior to beginning a lesson	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Instructions are clear & concise for students	1	<input type="checkbox"/>	Confusion is rare with interruptions and transitions skillfully managed	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Exemplars have been utilized to enhance student understanding	1	<input type="checkbox"/>	Classroom routines are evident and adhered to	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
A variety of instructional strategies is evident during lesson	1	<input type="checkbox"/>	Discusses behavioral expectations & invites student input when applicable	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Student groupings have been considered to enhance learning	1	<input type="checkbox"/>	Is consistent, fair & respectful	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Utilizes questioning techniques to enhance learning - encourages deeper & critical thinking	1	<input type="checkbox"/>	Practices proactive discipline and manages disruptions well	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Demonstrates enthusiasm for teaching	1	<input type="checkbox"/>	Fosters positive interactions with students	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Projects a "teacher presence/voice" during delivery (ie comfortable, confident, etc.)	1	<input type="checkbox"/>	Maximizes learning time	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Has a good command of the spoken and written language used for instruction	1	<input type="checkbox"/>	Expresses high expectations for student behavior & skillfully adheres to them	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Provides closure to lessons	1	<input type="checkbox"/>	Expresses high expectations for academic performance	1	<input type="checkbox"/>								
	2	<input type="checkbox"/>		2	<input type="checkbox"/>								
	3	<input type="checkbox"/>		3	<input type="checkbox"/>								
Lesson flow is appropriate (time allotments for activities)	1	<input type="checkbox"/>											
	2	<input type="checkbox"/>											
	3	<input type="checkbox"/>											

**** Note: Many areas require discussion with the teacher candidate & the cooperating teacher as well as observation to assess accurately**

COMMENTS:

Visit 1	Visit 2	Visit 3 (Spring only)