

**University of Mississippi School of Education**  
**Student Teaching**  
**TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)**

**Name:** \_\_\_\_\_ **UMID#** \_\_\_\_\_

**School:** \_\_\_\_\_ **Program: (Circle One)** Elem. Sec. Sped

**Grade Level:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Term:** \_\_\_\_\_

**Clinical Instructor** \_\_\_\_\_ **University Supervisor** \_\_\_\_\_

**Numbers in the parentheses refer to InTASC standards.**

**I. PLANNING AND PREPARATION** \*Items 1-10 should be assessed from written plans.

**1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. ( 7)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK, UbD).	<b>In addition to acceptable</b> , objectives, which are appropriate for student learning, are aligned with assessments.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**2. Plans appropriate teaching procedures. (8)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	<b>In addition to acceptable</b> , procedures are both learner-centered and teacher-centered.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**3. Selects a variety of appropriate materials and technology for lessons. ( 7)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	<b>In addition to acceptable</b> , materials and technology show initiative and creativity in original development.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for student.	<b>In addition to acceptable</b> , informal (performance) and formal assessments and materials are planned including rubrics/checklists.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs.**

(6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of <b>some</b> students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of <b>most</b> students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of <b>all</b> students.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a <b>thorough</b> understanding of students' background, interests, experiences, and prior knowledge and <b>effectively and consistently</b> uses this knowledge in developing learning experiences that are relevant and meaningful.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**7. Integrates knowledge from several subject areas in lessons. (4)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Provides instruction that relates to only one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	<b>In addition to acceptable</b> , creates <b>innovative</b> lessons which include activities that assist students in making connections across multiple disciplines.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**8. Incorporates diversity, including multicultural perspectives, into lessons. (2)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity including multiculturalism.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**9. Uses a variety of strategies to introduce and close lessons. (8)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Introductions motivate students and closures accurately summarize the lessons.	<b>In addition to acceptable</b> , introductions and closures are creative and innovative.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**II. COMMUNICATION AND INTERACTION****10. Uses acceptable written, oral, and nonverbal communication. (5)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with <b>multiple</b> errors.	Uses acceptable written, oral, and nonverbal communication with <b>minimal</b> errors.	Uses acceptable written, oral, and nonverbal communication <b>proficiently</b> .
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**11. Provides clear, complete written and/or oral directions for instructional activities. (7)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague/confusing.	Provides clear, complete written and/or oral directions for instructional activities.	<b>In addition to acceptable</b> , uses concrete examples to model and clarify tasks and concepts.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**12. Communicates high expectations for learning to all students. (3)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate high expectations for learning to <b>all</b> students.	Inconsistent in communicating to <b>all</b> students that they are capable of meeting learning expectations.	Consistent in communicating to <b>all</b> students that they are capable of meeting learning expectations.	<b>In addition to acceptable</b> , provides a supportive, risk free environment.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**13. Conveys enthusiasm for teaching and learning. (9)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	<b>In addition to acceptable</b> , the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (3)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	<b>In addition to acceptable</b> , frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (4)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introduction.	<b>In addition to emerging</b> , maintains communication with parents and/or guardians.	<b>In addition to acceptable</b> , consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**III. TEACHING FOR LEARNING****16. Demonstrates knowledge of the subject(s) taught. (4)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	<b>In addition to acceptable</b> , challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (8)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	<b>In addition to acceptable</b> , teaching strategies are teacher-centered and learner-centered.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment</b>	

**18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2,)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and <b>effectively</b> provides learning experiences that accommodate the developmental and individual needs of diverse learners.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (5)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	<b>In addition to emerging</b> , provides opportunities for students to propose and test solutions.	<b>In addition to acceptable</b> , provides opportunities for students to analyze and evaluate their solutions and to present findings.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**20. Responds to and elicits student input during instruction. (7)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses/asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	<b>In addition to acceptable</b> , provides appropriate prompts to elicit expanded student responses.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (8)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	<b>In addition to acceptable</b> , probes and encourages students to expand and support their responses.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (4)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	<b>In addition to acceptable</b> , asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis/evaluation).
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	<b>In addition to acceptable</b> , encourages the students' effective use of family and community resources in lessons to enhance student learning.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**IV. MANAGEMENT OF THE LEARNING ENVIRONMENT****24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (3)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	<b>In addition to acceptable</b> , monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (8)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to student cues, reflection, and group responses.	<b>In addition to acceptable</b> , takes advantage of teachable moments to enhance lessons.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**26. Attends to or delegates routine tasks. (3)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	<b>In addition to acceptable</b> , has a set plan which includes delegating appropriate responsibilities to students who complete these tasks.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (8)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	<b>In addition to acceptable</b> , uses a variety of strategies that promote cooperation and learning.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (2)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness and encourages fairness among students.	<b>In addition to acceptable</b> , creates a positive, interactive learning environment.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**29. Uses instructional time effectively.(8)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	<b>In addition to acceptable</b> , students are on-task and engaged in meaningful learning activities.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

## V. ASSESSMENT OF STUDENT LEARNING

### 30. Communicates assessment criteria and performance standards to the students. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	<b>In addition to acceptable</b> , various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

### 31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of informal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses informal assessments to accommodate differences in developmental and/or educational needs of <b>some</b> of the students.	Uses a variety of informal assessment information to accommodate differences in developmental and/or educational needs of <b>most</b> students.	Consistently plans and uses informal assessment information to accommodate differences in developmental and/or educational needs of <b>all</b> students.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

### 32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses formal assessments to accommodate differences in developmental and/or educational needs of <b>some</b> of the students.	Uses a variety of formal assessment information to accommodate differences in developmental and/or educational needs of <b>most</b> students.	Consistently plans and uses formal assessment information to accommodate differences in developmental and/or educational needs of <b>all</b> students.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	



**33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (6)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	<b>In addition to acceptable</b> , encourages student conferences and reflections for self-evaluation.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**34. Maintains records of student work and performance and appropriately communicates student progress. (10)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
<b>Formative Assessment</b> →	<b>Score:</b>	<b>Summative Assessment</b> →	<b>Score:</b>
<b>Comments on Effectiveness</b>			
<b>Formative Assessment:</b>		<b>Summative Assessment:</b>	

**Teacher Intern:** \_\_\_\_\_

<b>FORMATIVE ASSESSMENT</b>		<b>SUMMATIVE ASSESSMENT</b>	
<b>DATE:</b>	<b>TOTAL SCORE:</b> /102	<b>DATE:</b>	<b>TOTAL SCORE:</b> /102