

### Teacher Candidate Formative Assessment

**Teacher Candidate:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_ **University Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Cooperating Teacher:** \_\_\_\_\_ **Subject/Grade:** \_\_\_\_\_

*Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description)*

**Baseline – 0:** the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance

**Emerging – 1:** the teacher candidate possesses the necessary knowledge and **inconsistently** and somewhat effectively demonstrates the performance at the Emerging Level

**Emerging – 2:** the teacher candidate possesses the necessary knowledge and **consistently** and effectively demonstrates the performance at the Emerging Level

**Developing – 3:** the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

<b>Standard #1: Content Knowledge Aligned with Appropriate Instruction</b>	<b>Not Observed</b>	<b>Baseline 0</b>	<b>Emerging</b> 1 - Inconsistent    2 – Consistent		<b>Developing 3</b>
1.1 Content Knowledge and Academic Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Student Engagement in Subject Matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard #1 Comments:</b>					
<b>Standard #2: Student Learning Growth and Development</b>	<b>Not Observed</b>	<b>Baseline 0</b>	<b>Emerging</b> 1 - Inconsistent    2 – Consistent		<b>Developing 3</b>
2.4 Differentiated Lesson Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard #2 Comments:</b>					
<b>Standard #3: Curriculum Implementation</b>	<b>Not Observed</b>	<b>Baseline 0</b>	<b>Emerging</b> 1 - Inconsistent    2 – Consistent		<b>Developing 3</b>
3.1 Implementation of Curriculum Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Lessons for Diverse Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard #3 Comments:</b>					

<b>Standard #4: Critical Thinking</b>	<b>Not Observed</b>	<b>Baseline 0</b>	<b>Emerging</b>		<b>Developing 3</b>
			<b>1 - Inconsistent</b>	<b>2 – Consistent</b>	
4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking	<input type="checkbox"/>				
<b>Standard #4 Comments:</b>					
<b>Standard #5: Positive Classroom Environment</b>	<b>Not Observed</b>	<b>Baseline 0</b>	<b>Emerging</b>		<b>Developing 3</b>
			<b>1 - Inconsistent</b>	<b>2 – Consistent</b>	
5.1 Classroom Management Techniques	<input type="checkbox"/>				
5.2 Management of Time, Space, Transitions, and Activities	<input type="checkbox"/>				
5.3 Classroom, School, and Community Culture	<input type="checkbox"/>				
<b>Standard #5 Comments:</b>					
<b>Standard #6: Effective Communication</b>	<b>Not Observed</b>	<b>Baseline 0</b>	<b>Emerging</b>		<b>Developing 3</b>
			<b>1 - Inconsistent</b>	<b>2 – Consistent</b>	
6.1 Verbal and Non-Verbal Communication	<input type="checkbox"/>				
<b>Standard #6 Comments:</b>					
<b>Standard #7: Student Assessment and Data Analysis</b>	<b>Not Observed</b>	<b>Baseline 0</b>	<b>Emerging</b>		<b>Developing 3</b>
			<b>1 - Inconsistent</b>	<b>2 – Consistent</b>	
7.1 Effective Use of Assessments	<input type="checkbox"/>				
7.2 Assessment Data to Improve Learning	<input type="checkbox"/>				
7.5 Communication of Student Progress and Maintaining Records	<input type="checkbox"/>				
<b>Standard #7 Comments:</b>					

