

Teacher Candidate Formative Assessment

Teacher Candidate: _____ Student ID: _____ Ed Prep 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

Standard #1: Content Knowledge Aligned with Appropriate Instruction	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
1.1 Content Knowledge and Academic Language	<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"/>
Standard #1 Comments:				
Standard #2: Student Learning Growth and Development	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
2.4 Differentiated Lesson Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #2 Comments:				
Standard #3: Curriculum Implementation	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
3.1 Implementation of Curriculum Standards	<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"/>
Standard #3 Comments:				

Standard #4: Critical Thinking	Baseline 0	Emerging		Developing 3
		1 - Inconsistent	2 – Consistent	
4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #4 Comments:				
Standard #5: Positive Classroom Environment	Baseline 0	Emerging		Developing 3
		1 - Inconsistent	2 – Consistent	
5.1 Classroom Management Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Management of Time, Space, Transitions, and Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Classroom, School, and Community Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #5 Comments:				
Standard #6: Effective Communication	Baseline 0	Emerging		Developing 3
		1 - Inconsistent	2 – Consistent	
6.1 Verbal and Non-Verbal Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #6 Comments:				
Standard #7: Student Assessment and Data Analysis	Baseline 0	Emerging		Developing 3
		1 - Inconsistent	2 – Consistent	
7.1 Effective Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Assessment Data to Improve Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Communication of Student Progress and Maintaining Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #7 Comments:				

