# Growth Capstone – DTGSS

# UD English Education Program Formative Assessment

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|  | **Score/Comments** |
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| Learning Environment  Indicator 1.1  Structures for Learning  **Routines, procedures, and behavior expectations**  • are clearly communicated and taught to mastery, maximizing **instructional time**  • are matched to student needs  **Student behavior**  • is appropriate, or  • when inappropriate, is addressed effectively and does not detract from the lesson |  |
| Learning Environment  Indicator 1.2  Positive Classroom Climate  **Classroom interactions:**  • teacher to student interactions are respectful  • student to student interactions are respectful  • students listen attentively to teacher and peers  **When working together, students:**  • share work **responsibility**  • offer and receive support from one another  **Students:**  • Persevere  • Complete quality work  • Require minimal to no prompting |  |
| Learning Environment  Indicator 1.3  Equitable Access  **High expectations for learning and achievement** for all students are communicated, demonstrated/modeled.  Students:  • are provided a **variety of tools and/or materials** to meet their needs and encouraged to use them to support learning  • are provided **equitable\* opportunities** to respond and participate and encouraged to engage  • are encouraged to share **their interests and/or perspectives** and to accept others’ interests and perspectives as worthy  • are encouraged to share their interests and/or perspectives **to build relationships and connect** to their academic work  **Differences** related to background, identity, language, strengths, and challenges are respected and affirmed. |  |
| Engagement in Learning  Indicator 2.1  Objectives for Learning  **Lesson objectives** are:  • **aligned** to grade level or proficiency standard(s)  • written in **student friendly** language that state what the students should know and be able to do  • clearly **communicated** and **accessible** to students  • **revisited** throughout the lesson  Students are able to **articulate** what they are learning and **why** it is important for them to know.  **Criteria for success:**  • is **aligned** to the objective  • is **communicated** and **explained** to students prior to beginning an assignment |  |
| Engagement in Learning  Indicator 2.2  Presentation of Information  **Learning experiences:**  • are **logically\*\* aligned to the objective**  • are both **teacher and student** led/directed  • are coherently sequenced and paced according to major concepts required to master the objective with adequate **processing time**  • include a **balance** of **content input** and opportunities for students to **process**  • are based on an **activator** or assessment of prior knowledge and anticipation of misconceptions  • include a strategy for students to **summarize** their learning  **Explanatory Devices\*:**  • are varied and well-chosen to match the needs of the learners  • support student achievement of the objective |  |
| Engagement in Learning  Indicator 2.3  Checks for Understanding and Feedback  **Checks for understanding:**  • **occur frequently** and at **critical moments** throughout the lesson  • assess student **progress** towards the objective  • **data** is gathered from **all students**  • **data** is used to **adjust instruction**  **Opportunities for students to demonstrate their learning**  • students are given multiple opportunities and options to demonstrate their learning,  • reteaching is provided for students who need it  • students are given opportunities to redo and to be reassessed on assignments/tasks  **Student self-assessment**  • students are taught and expected to self-assess their work in relation to established criteria for success  **Feedback to students** is:  • timely  • frequent  • specifically related to established criteria for success  • matched to student/s  • accompanied by a clear expectation that the student will use the feedback to revise or improve performance |  |
| Maximizing Learning  Indicator 3.1  Rigorous assignments  **Assignments** are:  • **aligned** to the standards & lesson’s objective, **matched** to students and content, and therefore are **cognitively challenging**  • **relevant** to the learner and require **application** of knowledge for real purposes  • **differentiated** to meet individual students’ needs |  |
| Maximizing Learning  Indicator 3.2  Questioning and Discussion  **Questions**  • are **aligned to the objective**  • follow a **continuum** from simple to more complex and/or concrete to abstract  • are accompanied by **wait time, prompts**, and/or **scaffolds** to help students answer questions  Students are expected to respond to questions **using evidence and/or explanations** when appropriate.  **Class discussions are robust:**  • primarily with student talk  • students asking questions of teacher and peers to expand on thinking  • structures are in place that **promote engagement** by all students |  |
| Maximizing Learning  Indicator 3.3  Academic Language and Vocabulary  **Academic Language & Vocabulary** is:  • **modeled** accurately and appropriately  • explicitly taught  • expected to be used/known by students  Opportunities to use academic language & vocabulary are **authentic and rigorous.**  Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting. |  |

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| \*Explanatory devices are defined as analogies, metaphors, gestures, demonstrations, modeling, think-aloud, physical models, visual representations, graphic organizers, interactive whiteboards, mental imagery, presentation software, minimal and progressive cueing, simulations, educational games, and role plays.  \*\*Logically aligned means to consider the knowledge and activities necessary to accomplish the objective, a progression in level of difficulty (Bloom’s Taxonomy), and the gradual release of responsibility to enable students to transfer, retain, and independently apply their learning.  \*\*\*Accountable talk requires students to further develop what others have said and demands students to use accurate knowledge that is relevant to the discussion and requires students to use appropriate evidence to defend such knowledge. |

**SECONDARY ENGLISH ADDENDUM**

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| **As an effective educator, the teacher candidate:** | **Score/Comments** |
| Communicates with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback. *(2.1, 2.3, and 3.1 may relate and can be drawn on)* **(NCTE 4.3)** |  |
| Applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. **(NCTE 5.3)** |  |
| Demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.(**NCTE 5.4)** |  |

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