

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate: Rachel Lopez

Lead Teacher: Leslie Dandois

Grade/Subject: Middle School Art

District: WCSD

School: Billinghurst MS

Lesson Content: Drawing & Air Dry Clay

Time Allotted: 45

UNR LT Supervisor: Keli Brown

Date: 11.19.2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input.	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input.
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect.	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect.
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection.	Does not reflect, or reflects but does not make adjustments to practice based on the data.
Commendations, Recommendations, Notes and Comments:			
<ul style="list-style-type: none"> Professionalism is excellent! High reliable, reflective, and skilled! Consistently a pleasure to work with! 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrate that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines <input type="checkbox"/> not applicable	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning environment is minimal and	Routines are evident for some activities, disruption of the learning environment is minimal and some students demonstrate appropriate level of independence	Routines are not evident, the learning process is often disrupted and students do not demonstrate independence in performing routine tasks

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

	students demonstrate appropriate level of independence		
Commendations, Recommendations, Notes, and Comments:			
<ul style="list-style-type: none"> It has been such a joy to observe your teaching and watch your development with classroom management. Your classroom organization schemes change overtime to meet your students needs as projects change—I appreciate your flexible yet strong nature. Great rapport with students! 			
Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
Commendations, Recommendations, Notes and Comments:			
<ul style="list-style-type: none"> Excellent! 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.
Learner Centered Classroom	Classroom instruction and activities are focused on student engagement	Classroom instruction includes some student engagement with the content,	Classroom instruction is focused on teacher presentation with few

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

	with the content rather than teacher presentation	but remains teacher focused over half of the time.	opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments:			
<ul style="list-style-type: none">The rhythms of your classroom provide your students with structure and security. Students know what to expect and are challenged and engaged by the creative activities.			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments:			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: *Kel. Brown*

Lead Teacher Signature: _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate Rachel Lopez _____ **Lead Teacher** Leslie Dnadois _____
Grade/Subject 7/8 Art _____ **District** Wcsd _____ **School** Billinghurst _____
Lesson Content Tic Tac Toe with air dry clay **Time Allotted** Several class periods- I observed introduction
UNR LT Supervisor ___ Keli Brown_ **Date** 11/19/2024 _____

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.
Commendations, Recommendations, Notes and Comments:			
Mrs. Lopez has continually shown a good attitude and professionalism.			

Teacher Candidate _____
Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring learning and take academic risks. Appropriate boundaries are maintained rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrates that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

<input type="checkbox"/> not applicable	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
<p>Mrs. Lopez is good with routines, clean up and procedures. She has gotten better with student behaviors, by talking with students individual, emailing parents, talking with the conselour.</p>			
Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas or Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
<p>Commendations, Recommendations, Notes and Comments:</p> <p>Mrs. Lopez planned a student focused lesson that engage students and collaboration. This has been a strength of Mrs. Lopez- planning new and engaging lessons and project the students enjoy.</p>			

Teacher Candidate _____
 Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments: Students interacted in the introduction, by asking questions and were part of demonstrating tic tac toe. Mrs. Lopzed continually walked the room and gave redirection and positive feedback.			

Teacher Candidate _____

Page 5

Date _____

UNR at Lake Tahoe (UNRLT)
Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments: <p>Mrs. Lopez gave specific guidelines regarding the use of air dry clay, and how studnets need a specific idead due to the time line with air dry clay. Also, reminding students they may not get the detail with the clay, but can paint on detail.</p>			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: Leslie Dandois _____

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate: Rachel Lopez
Grade/Subject: Middle School Art
Lesson Content: Perspective Drawing
UNR LT Supervisor: Keli Brown

Lead Teacher: Leslie Dandois
District: WCSD **School:** Billinghurst MS
Time Allotted: 45
Date: 11.6.2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> • Great job focusing on students in the hallway between classes • Classroom management started strong at the beginning of the semester and continues to get stronger as the semester progresses due to your solid teacher voice, preparedness, consistency, good classroom procedures, and prompt attention to unwanted student behaviors when they arise—good display of growth and professionalism! • Positive tone with students creates a nice warmth—love how many of them say hello/good-bye to you as they enter/leave the classroom—evidence of positive student/teacher report—students are seen and heard 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrate that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines <input type="checkbox"/> not applicable	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate Rachel Lopez

Date 10.6.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
Commendations, Recommendations, Notes, and Comments: <ul style="list-style-type: none">• Is it "Christmas Break" or "holiday/winter break"?• Nice choice of claiming, yet creative music to set a relaxing yet productive feel in the classroom			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> • Good use of differentiated options so that all students have something to be working on at all times 			

Teacher Candidate Rachel Lopez

Page 4

Date 10.6.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none">• Effective use of integrated media—love the way you explain directions along with video examples of techniques—keeps students engaged and active in their listening• Good, live demonstration with challenging content that is easy to follow• I am consistency impressed at the high level of student engagement—looking around the classroom every student was working on drawing at the beginning of the class and your continued rotation throughout the class kept most of them engaged for most of the class time—fantastic!			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> How do students receive specific feedback on their work and their overall level of productivity and engagement? 			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: _____

Teacher Candidate Rachel Lopez

Date 10.6.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate Rachel Lopez Lead Teacher Leslie Dandois
 Grade/Subject 7/8 art District WCSD School Billinghurst M.S.
 Content perspective Time Allotted 1 class period
 UNR LT Supervisor Keli Brown Date 11/4

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.

Commendations, Recommendations, Notes and Comments:

Mrs. Lopez reflected on her number of assignments and grade book. After reflection, she realized she was giving too many assignments, causing more stress for students and work for her. She has since simplified and stream-lined graded assignments.

Teacher Candidate _____
 Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrate that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

<input type="checkbox"/> not applicable	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
Commendations, Recommendations, Notes, and Comments:			
Mrs. Lopez does a good job of teaching bell to clean up bell and gets the students to clean up and return supplies in a timely manner.			
Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
Commendations, Recommendations, Notes and Comments:			

Teacher Candidate _____
 Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments: Mrs. Lopez continues to come up with creative engaging lessons that the students really like. She has a knack of tapping into the students interests.			

Teacher Candidate _____
Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments:			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: _____

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate Rachel Lopez _____ **Lead Teacher** Leslie Dnadois _____
Grade/Subject 7/8 Art _____ **District** Wcsd _____ **School** Billinghamurst _____
Lesson Content Explosion painting _____ **Time Allotted** Several class periods- I observed one class period
UNR LT Supervisor Keli Brown _____ **Date** 10/22/2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.

Commendations, Recommendations, Notes and Comments:

Mrs. Lopez has taught his lesson several times. She had made adjustments to make this lesson go smooth when students are using paint.

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring learning and take academic risks. Appropriate boundaries are maintained rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrates that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

<input type="checkbox"/> not applicable	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
Mrs. Lopez has routines, supply distribution and transitions down and is doing a great job. One area that Mrs. Lopez is working on is student behaviors. This is something that all teachers keep working during their career. The art room can be tough with lots going on especially during painting and clay units. Mrs. Lopez reflects on this and is continuing to grow in this area.			
Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
Commendations, Recommendations, Notes and Comments:			

Teacher Candidate _____
 Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments: Mrs. Lopez has great ideas and lessons. Students are excited and want to be in art and are excited about art class.			

Teacher Candidate _____
Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments:			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: Leslie Dandois _____

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate: Rachel Lopez
Grade/Subject: Middle School Art
Lesson Content: Clay
UNR LT Supervisor: Keli Brown

Lead Teacher: Leslie Dandois
District: WCSD **School:** Billinghurst MS
Time Allotted: 45
Date: 10.21.2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none"> • Consistently professionally put-together, organized, and enthusiastic • Kind and thoughtful approach with students 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced.	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained.	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrate that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained.	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained.
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control.	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time.
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time).
Implementation of Routines	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate Rachel Lopez

Date 10.21.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

☐ not applicable	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
Commendations, Recommendations, Notes, and Comments: <ul style="list-style-type: none">• Directions and parameters are clear to students and consistently reinforced throughout the class• Use of classroom space and routines are supportive of students' needs			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> Great to see students move into the clay activity—they are super engaged and obviously get a lot of the tactile experience! 			

Teacher Candidate Rachel Lopez
 Date 10.21.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none">• Good job moving about the class, supporting students individually and collectively• Looks like your new seating chart was effective 😊			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments:			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: *Kel Brown*

Lead Teacher Signature: _____

Teacher Candidate Rachel Lopez

Date 10.21.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate Rachel Lopez
Grade/Subject 7/8 art
Lesson Content Origami symmetry radial design
UNR LT Supervisor Keli Brown

Lead Teacher Leslie Dandois
District WCSD

School Billinghurst
Time Allotted 46 minutes
Date 10/15/2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.

Commendations, Recommendations, Notes and Comments:

This was the second time teaching this lesson, Mrs. Lopez did a good job reflecting and adapting to meet the students needs and lesson objective.

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrates that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

<input type="checkbox"/> not applicable	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
<p>Commendations, Recommendations, Notes, and Comments:</p> <p>This is the second time Mrs. Lopez has introduced this lesson. This time went much smoother. She adapted with the distribution of supplies and clearer directions and following along with step-by-step instruction.</p> <p>Two recommendations:</p> <ol style="list-style-type: none"> 1. Make sure students are quiet and focused before moving on to next step. 2. Toward the end of class, several tasks were given, and some students were not listening. Also, I would give only one more task (symmetry insect drawing) and save the brown bag booklet for the next day. 			
Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas or Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
<p>Commendations, Recommendations, Notes and Comments:</p>			

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)
Formative Assessment Observation Rubric

--

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments:			

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments:			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: Leslie Dandois _____

Teacher Candidate _____

Date _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate: Rachel Lopez
Grade/Subject: Middle School Art
Lesson Content: Clay
UNR LT Supervisor: Keli Brown

Lead Teacher: Leslie Dandois
District: WCSD **School:** Billinghurst MS
Time Allotted: 45
Date: 10.15.2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none"> Class is started and students are engaged promptly Fantastic model of your own work presented as an example for students Kind, firm teacher voice; uses student names and personalizes directions consistently 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced.	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained.	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrate that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained.	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained.
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control.	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time.
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time).
Implementation of Routines	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

<input type="checkbox"/> not applicable	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
<p>Commendations, Recommendations, Notes, and Comments:</p> <ul style="list-style-type: none"> I like how you filled the lag time from the prior class with questions and information about what they were thinking and what to expect in the next class working with clay. Good transition. How did you feel about introducing the new seating chart? Were the students told that it would be happening in advance? Were they told that Leslie would be gone in advance? Classroom is organized and surprisingly clean for the nature of the activities! Like the use of the bell as an attention getter Students are responsive to behavior requests due to clear expectations, follow-through, and trust/rapport Overall, I am very impressed at how well the students stay engaged and follow directions—clearly the routines of the classroom are working—it says a lot about how the rhythms of the classroom have been implemented! 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> • Good Powerpoint slide and introduction giving background information and anticipatory set, inspiring the students and helping them imagine what they are going to do. • Loved the students’ reactions to the animal mug project! Great choice of activities—age appropriate, differentiated, and appealing! • Excellent, challenging criteria for design and use of methods. • Materials are progressively more well organized, displayed, and adapted—fantastic! 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none">• Good use/introduction of essential vocabulary• Good coverage of directions and safety procedures• Students are hands on with direct instruction kept at a minimum and active, student centered engagement maximized			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> When you call out an individual student to see if they have heard what has been said do you want to provide immediate feedback on their answer—did they answer correctly or now? Remember to personally acknowledge students who answer your questions correctly—reinforce the positive 			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: _____

UNR at Lake Tahoe (UNR LT)
Student Teacher and ARL Teacher Summative Assessment

Teacher Candidate Rachel Lopez Midterm or Final
 UNR LT Supervisor Keli Brown
 Date 10.21.2024

Meets expectations = 2 Approaches expectations = 1 Does not meet expectations = 0

Professionalism	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Content Knowledge	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Professional Appearance	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Punctuality	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Communication Skills	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Attitude	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Reflection on Practice	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Classroom Management/ Effective Learning Environment	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Physical Space	<input type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Behavior Expectations	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Establishing Rapport	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Beginning Class	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Ending Class	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Transitions	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Materials and Supplies	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Implementation of Routines	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Preparation and Planning for Instruction	<input type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Standards-based Lessons	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Lesson Plans	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Questions	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Materials and Supplies	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Pacing	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Instruction	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Objectives	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Connections to Prior Learning	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Student Engagement	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Opportunities for Metacognition	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Formative Assessment	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Pacing	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Learner Centered Classroom	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Assessment of Student Learning	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Formative Assessment	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Summative Assessment	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0
Feedback and Grading	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 1		<input type="checkbox"/> 0

UNR LT Supervisor Signature: Keli Brown

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate: Rachel Lopez

Lead Teacher: Leslie Dandois

Grade/Subject: Middle School Art

District: WCSD

School: Billingshurst MS

Lesson Content: Explosion Book--Painting

Time Allotted: 46

UNR LT Supervisor: Keli Brown

Date: 9.24.2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.
Commendations, Recommendations, Notes and Comments:			
<ul style="list-style-type: none"> Strong professional disposition—glad you love teaching and enjoy the students! 			

Teacher Candidate Rachel Lopez

Date 9.24.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrate that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines <input type="checkbox"/> not applicable	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate Rachel Lopez
Date 9.24.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
Commendations, Recommendations, Notes, and Comments: <ul style="list-style-type: none"> Students did really well in the paint lines and gathering materials—clear directions and expectations Are students supposed to be watching the video or painting? Was the intention/objective of the video made clear to students? The video was not included in the lesson plan. 			
Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives , student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none"> Good job adding questions to the beginning of the lesson. Did you refer back to the essential questions during or after the lesson? Leslie is still contributing to classroom management so for the next observation let's see ask if she would like to either step-out of the classroom for a bit or not contribute. How do the students respond when she is not there? 			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none"> Nice job adding in questions to engage students thinking and get them to focus in on standards More added language, repetition, and referring back to essential vocabulary—fantastic! 			

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments: <ul style="list-style-type: none"> Let's discuss what effective assessment in the art class looks like and how you are implementing it over the unit? When and how is student work graded? How do you distinguish between formative and summative assessment? How do students know when they have met the standards? What happens if students do not meet standards? Are there rubrics for students? Are the essential questions integrated with assessment in any way? 			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: _____

Teacher Candidate Rachel Lopez

Date 9.24.2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate Rachel Lopez
 Grade/Subject Middle School Art
 Lesson Content Explosion Book Painting
 UNR LT Supervisor Keli Brown

Lead Teacher Leslie Dandois
 District Washoe School Billinghurst
 Time Allotted 46 min
 Date 09/24/2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.

Commendations, Recommendations, Notes and Comments:

Mrs. Lopez is good on reflection on practice and learns from each class and changes and adapts when needed.

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrates that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

Teacher Candidate Rachel Lopez
Date 9/24/2024

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

<input type="checkbox"/> not applicable	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
Commendations, Recommendations, Notes, and Comments:			
<p>Mrs. Lopez and I have discussed classroom management and behaviors. One suggestion for the beginning of class, is having the students quiet before starting the lesson introduction. This goes for the same at the end of class. For this particular lesson, painting a nonrepresentational painting, Mrs. Lopez could have given a bit more instruction on how to paint, water use, etc..</p>			
Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
Commendations, Recommendations, Notes and Comments:			
Mrs. Lopez is coming up with great lessons that cover the standards and engage the students			

Teacher Candidate _____ Rachel Lopez _____
 Date _____ 9/24/2024 _____

UNR at Lake Tahoe (UNRLT)
Formative Assessment Observation Rubric

--

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
Commendations, Recommendations, Notes and Comments:			
<p>Because art is a project based elective class, it can be hard to always have formative assessments. These are the major projects</p>			

Revised 2022

Teacher Candidate Signature: _____

UNR LT Supervisor Signature: _____

Lead Teacher Signature: _____

Teacher Candidate _____ Rachel Lopez _____

Date _____ 9/24/2024 _____

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Teacher Candidate: Rachel Lopez

Lead Teacher: Leslie Dandois

Grade/Subject: Middle School Art

District: WCSD

School: Billinghurst MS

Lesson Content: Radial Symmetry Origami

Time Allotted: 46

UNR LT Supervisor: Keli Brown

Date: 9.17.2024

Professionalism			
	Meets	Approaches	Does not meet
Content Knowledge	Demonstrates appropriate knowledge of the content, the information conveyed to students is accurate and unbiased. Content is standards based and focused on critical input	Demonstrates acceptable content knowledge, the information conveyed to students is accurate. Content is not always standards based or focused on critical input.	Does not demonstrate satisfactory content knowledge, conveys incorrect or biased information to students regularly. Content is not based on standards and often not focused on critical input
Professional Appearance	Appearance is business appropriate, modest and appropriate for the activities in the classroom.	Not Applicable.	Appearance is not appropriate for the school setting – immodest, unkempt, or inappropriate for the classroom activities.
Punctuality	Punctual and completes all required duties on time.	Not Applicable	Often late to school or in completing professional requirements (attendance, grades, supervision duties etc.)
Communication Skills	Uses professional language when speaking and writing, in all communications with students, administrators, colleagues, and parents. Follows appropriate hierarchy when (s)he has concerns.	Uses informal language in the classroom or in written communications that does not reflect a professional disposition. Sometimes follows appropriate hierarchy with concerns.	Makes frequent errors in grammar and spelling in written communications, or is unprofessional in written and/or verbal communications. Does not follow appropriate hierarchy with concerns.
Attitude	Consistently demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Seeks suggestions from mentors and accepts feedback. Seeks opportunities to learn, including trainings. Treats all staff with respect	Sometimes demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts etc. Accepts suggestions and feedback. Attends trainings when encouraged. Usually treats staff with respect.	Seldom demonstrates enthusiasm for all aspects of teaching, including duties, PLCs/meetings, parent contacts, etc. Does not accept suggestions or feedback. Does not attend trainings when available. Does not always treat staff with respect
Reflection on Practice	Regularly reflects on instruction, assessment, student achievement and curriculum and makes adjustments to practice based on reflection.	Reflects occasionally on instruction, assessment, student achievement and curriculum, and does not consistently make adjustments based on reflection	Does not reflect, or reflects but does not make adjustments to practice based on the data.
<p>Commendations, Recommendations, Notes and Comments:</p> <p>Mrs. Lopez is punctual and completes all duties on time and is good at communicating her plans and absences. She is positive and enthusiastic about teaching and works well with the students. After teaching a lesson, she reflects on what went right and what needs improving and adapts for the next class. LD</p>			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Classroom Management/Effective Learning Environment			
	Meets	Approaches	Does not meet
Physical Space	Teacher candidate utilizes physical space in the classroom in a way that facilitates student and teacher movement throughout the classroom. Physical safety of students is reinforced	Teacher utilizes physical space in a way that sometimes causes disruption to the flow of instruction or student engagement. The teacher does not consistently reinforce physical safety of students.	The use of physical space and traffic patterns causes significant disruption to the flow of instruction or student engagement. There are frequent lapses in awareness of the physical safety of students.
Behavior Expectations	There is evidence of clear expectations and that students have a clear understanding of behavior expectations. Teacher recognition of student adherence or redirection as needed demonstrates consistency, fairness and caring for all students. Intrinsic motivation is nurtured and praise is used appropriately.	There is evidence of behavior expectations but students do not have a clear understanding of them. There are inconsistencies demonstrated when recognizing or redirecting students. The teacher sometimes nurtures intrinsic motivation and praise is not delivered effectively.	Students do not demonstrate awareness of behavior expectations; teacher responses to adherence or redirection are inconsistent or do not demonstrate caring for all students. Intrinsic motivation is not nurtured and praise is used ineffectively.
Establishing Rapport	The teacher candidate has established a professional, caring rapport with students as evidenced by a relaxed, inclusive feeling and emotionally safe environment where students willing to explore new learning and take academic risks. Appropriate boundaries are maintained	The classroom environment is professional and most students feel that they can explore new ideas and take risks, however some students' behaviors demonstrates that they do not feel comfortable or emotionally safe. Appropriate boundaries are inconsistently maintained	Student behaviors demonstrate that they are uncomfortable or uneasy or do not feel emotionally safe in the classroom environment. The teacher candidate's words or actions demonstrate a lack of ease and rapport with students. Appropriate boundaries are not maintained
Beginning of Class <input type="checkbox"/> not applicable	The teacher candidate implements planned and structured academic activities of an appropriate length to engage all student upon entering the classroom. "Housekeeping" and clerical duties are completed efficiently while students are engaged in academic tasks.	The teacher candidate implements activities that lack structure, are not academic, or extend too long to engage all students effectively. "Housekeeping" and clerical duties sometimes detract from or interrupt instructional time.	There is no evidence of a routine for engaging students when they enter the classroom. "Housekeeping" and clerical duties consistently interrupt instructional time.
Ending Class <input type="checkbox"/> not applicable	Instruction and student engagement consistently extends to the end of class (bell to bell) with the teacher maintaining a structured activity until the teacher dismisses students.	Instruction and student engagement sometimes extends to the end of class (bell to bell), but there are significant instances (several times in a week) of disengagement prior to the end of the learning period.	Students often stop working several minutes prior to the end of class and spend time not engaged in planned learning activities, or engage in socializing prior to the end of the learning period.
Transitions <input type="checkbox"/> not applicable	Transitions reflect planning, are announced, take minimal amount of time and do not interrupt the flow of instruction or require the teacher to regain control	Transitions sometimes reflect planning, but are inconsistent and sometimes take excessive time or interrupt the flow of instruction resulting in the teacher having to regain control of the instructional environment.	Transitions consistently reflect lack of planning and take excessive amount of time during which instruction is disrupted and regaining classroom control takes away from instructional time
Materials and Supplies <input type="checkbox"/> not applicable	There are routines in place to facilitate students turning in assignments and picking up graded work, distributing and collecting materials and textbooks that result in minimal loss of instructional time or disruption to the learning process and take only 1-2 minutes.	Routines are in place to turn in assignments and pick up graded work and for distributing and collecting materials and textbooks but they take more than 1-2 minutes and cause loss of instructional time or are disruptive to the learning process.	There are no routines in place or they are implemented inconsistently resulting in significant loss of instructional time or disruption to the learning process (for example, students handing out materials to one peer at a time)
Implementation of Routines <input type="checkbox"/> not applicable	Routines are evident for most activities that students can engage in without direct teacher supervision, disruption of the learning	Routines are evident for some activities, disruption of the learning environment is minimal and some students	Routines are not evident, the learning process is often disrupted and students do not demonstrate

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

	environment is minimal and students demonstrate appropriate level of independence	demonstrate appropriate level of independence	independence in performing routine tasks
Commendations, Recommendations, Notes, and Comments: <ul style="list-style-type: none">• Nice starting transition with bell and clear, detailed, prompt, instructions• Could there be a quicker way for students to get materials? The lag time lends space for students to get distracted.• You said "it is just going to get more difficult from here" multiple times. Do you intend to project that this project is difficult? ...careful not to be dismissive when a student then says "...this is too hard". What other strategies/language can you use to direct students' attention? <p>Mrs. Lopez has a nice teaching voice and starts off the class with power points and directions. One suggestion is waiting for students to be quiet, so you are not talking over them. Also working on more efficient ways to hand out supplies, which Mrs. Lopez has already corrected for the next lesson. LD</p>			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Preparation and Planning for Instruction			
	Meets	Approaches	Does not meet
Standards-based Lessons	Lessons are consistently based on the standards for the content area – Nevada Academic Standards (NAS), Next Generation Science Standards (NGSS), and include Common Core Standards for literacy in content areas and Standards of Math Practices	Some lessons are based on NAS, NGSS, or do not consistently include CCSS Standards for literacy in content areas or Standards of Math Practices.	Few if any lessons are based on the NAS, NGSS and do not include CCSS Standards for literacy in content areas of Standards for Math Practices.
Lesson Plans	Lesson plans are consistently prepared and submitted in advance and include clear learning objectives, student engagement strategies including student discourse, opportunities for student metacognition and formative assessment	Lesson plans are consistently prepared but lack some of the components that are required for effective lessons, or are not consistently submitted in a timely manner	Lesson plans are not consistently prepared in advance or frequently lack the required components
Questions	Planned questions are evident for both oral and written activities and move students to higher cognitive levels more than half the time.	Planned questions are evident for oral and written activities in the lesson but move to higher cognitive levels less than half the time.	Questions are not planned for in the lesson
Material and Supplies	Materials for the lesson are consistently prepared in advance, ready prior to the beginning of the lesson and easily accessible. Materials are legible, differentiated or adapted as needed and age appropriate	Materials for the lesson are sometimes prepared in advance and easily accessible. Sometimes materials are difficult to read or see, not at the level appropriate for the learner or not age appropriate.	Materials are often not ready for the lesson or not legible, appropriate for the learners or age appropriate. When prepared in advance, materials are not easily accessible
Pacing	The teacher candidate has considered pacing when planning lessons and can adjust the plan as needed during instruction	The teacher candidate has considered pacing sometimes or has difficulty adjusting during instruction	There is no evidence that pacing is considered regularly prior to implementation of a lesson
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> • Have you considered having materials on desk when students enter the room to avoid unproductive gaps? • Nice print-out directions. Students tend to consult other students if they miss a step, which creates a lot of student discussion while you are trying to get them to listen to you. Build in referring to print-out earlier and more often throughout lesson. • For the next observation, please plan questions for students that engage vocabulary and learning objectives that are relevant to the standards that are being taught. <p>Mrs. Lopez did have students do a table share regarding the radial symmetry origami lesson at the completion of the project. The students discussed color choices and balance and symmetry. LD</p>			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Instruction			
	Meets	Approaches	Does not meet
Objectives	Objectives, learning targets or essential questions are consistently displayed and communicated to students several times during instruction. Students can articulate the objective, learning target, essential question in their own words	Objectives, learning targets or essential questions are sometimes displayed and communicated to students during instruction. Students cannot articulate the objective/ learning target/essential question in their own words	Objectives, learning targets or essential questions are seldom displayed or communicated to students during instruction. Students are not aware of the objective/ learning target/essential question.
Connections to Prior Learning	Lessons consistently include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content and they make connections to the new content. Students can articulate connections between new content and prior learning.	Lessons sometimes include specific connections to prior learning, student experience or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know about the content. Students sometimes can articulate connections between new content and prior learning	Lessons seldom includes specific connections to prior learning, student experiences or builds a basis for the new learning through key vocabulary instruction and other strategies to elicit what students already know or are familiar with about the content. Students cannot articulate connections between concepts.
Student Engagement	Lessons are learner centered and include a variety of engagement strategies and frequent opportunities for structured or directed student discourse which remains on topic. There are opportunities for students to process new information or deepen understanding of content as appropriate. Student engagement is consistently above 90%	Lessons are sometimes learner centered, but often teacher centered and use of active engagement strategies is inconsistent. Opportunities for student discourse are occasional or poorly structured so that conversation is often off task. Students are not actively engaged in processing new information or deepening understanding. Student engagement is consistently between 75%-90%	Lessons are teacher centered and seldom include engagement strategies that focus on discourse. There are limited opportunities for student to process new information or deepen understanding using strategies that actively engage students. Student engagement is consistently below 75%
Opportunities for Metacognition	Teacher candidate instructs students in using metacognitive strategies, provides opportunities to practice using strategies and consistently provides opportunities for students to engage in practices to reflect on their learning	There is not a deliberate effort to teach students to be metacognitive or there are few opportunities to engage in reflection or metacognition once the strategies are introduced to students. Metacognition is not a regular practice in the classroom	There is little or no use of metacognitive strategies in the classroom during instruction.
Formative Assessment	The teacher candidate consistently plans for and utilizes both formal and informal formative assessment to gauge student learning and adjust instruction based on the data.	There is evidence of limited planning for and use of formal and informal formative assessment, when used formative assessment does not consistently result in adjustments to instruction based on the data.	Formative assessment is seldom used to drive instruction and is not planned for in lessons.
Pacing	The teacher candidate consistently monitors student learning and engagement in tasks and adjusts the pacing of lessons to facilitate student learning; there is seldom time when all students are not actively engaged in learning due to pacing which is too fast or too slow; the teacher does not move forward in the lesson if students are demonstrating lack of understanding.	The teacher candidate sets the pace for learning but is inconsistent in monitoring and making adjustments. There are periodically times when some students are finished with a task and no learning activity is planned to move them to new learning or times when students do not demonstrate understanding before the lesson moves forward.	Pacing is often too fast or too slow for the majority of students. There are periods of time when few students are actively engaged with the learning and instructional time is not used efficiently.

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Learner Centered Classroom	Classroom instruction and activities are focused on student engagement with the content rather than teacher presentation	Classroom instruction includes some student engagement with the content, but remains teacher focused over half of the time.	Classroom instruction is focused on teacher presentation with few opportunities for students to engage with the content
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> Good voice tone, volume, and pace Excellent visual demonstration both using projector and holding up example Consider using paper that is not white on both sides for the first small paper origami fold—white was difficult to see Nice differentiated learning strategy used as each fold has an associative name: “hamburger fold”, “kite fold” One student said, “what do I do if I’m confused?” It would have been helpful to refer students to their printed-out directions earlier in the lesson and refer to the print-out consistently during instruction. Use the big, inspirational art words that correspond to the goals set in the standards you are teaching to: “organizational strategies and design”, “Symmetrical composition” Other vocabulary words on lesson plan were not mentioned <p>Mrs. Lopez is learning from each time teaching and adapts for the next class. She added written directions on the board for students to use as a guide LD</p>			

UNR at Lake Tahoe (UNRLT)

Formative Assessment Observation Rubric

Assessment of Student Learning			
	Meets	Approaches	Does not meet
Formative Assessment	Formative assessment drives instruction and is an integral part of planning, lesson delivery and differentiation. Formative assessment used consistently throughout instruction to monitor student understanding and adjust instruction.	Formative assessment is used during instruction and sometimes results in adjustments to instruction	Formative assessment is not used consistently nor is it effectively used to adjust instruction or to meet student needs.
Summative Assessment <input type="checkbox"/> Not observed	Summative assessments are based on the standards and designed prior to instruction (Backwards Lesson Design) in order to guide the planning and instruction. Rubrics are routinely used for major assignments and tests, provided in a timely manner and provide clear criteria for students	Summative assessments are based on the standards but are designed after instruction has occurred rather than as a tool to guide instruction and planning. Rubrics are used inconsistently for major assignments and tests.	Summative assessments are designed based on instruction or taken from textbooks and other sources not connected to the standards. Rubrics are not used.
Feedback and Grading	Specific feedback is provided on student work. Student work is graded in a timely manner, and grades are entered correctly and in a timely manner	Feedback is not consistently provided. Student work is sometimes graded in a timely manner, grades are entered correctly, but not always in a timely manner	Feedback is occasionally provided. Student work is not graded in a timely manner, grades are either not entered correctly or not in a timely manner.
<p>Commendations, Recommendations, Notes and Comments:</p> <ul style="list-style-type: none"> Good questions and responses for students—"How many folds do you have?" Love the arts integration and making it salient that origami involves math! How do you know if students met the learning goals for the lesson? How do you know if you need to reteach or address students who missed steps? In what ways do students get feedback about how they are doing? <p>Mrs. Lopez walks around and monitors students, gives help, and answers questions. The final completed project shows if students met the objects. For some assignments students complete an exit ticket or other reflection and Mrs. Lopez makes comments on the student's art. LD</p>			

Revised 2022

Teacher Candidate Signature: *Rachel Lopez*

UNR LT Supervisor Signature: *Kel. Brown*

Lead Teacher Signature: *Leslie Dandois*