**ED215R DDP Key Performance**

# **Feedback for Autumn Rieger**

**\_\_\_\_\_\_Yes\_\_\_\_\_\_\_ 5-7 minute video**

**\_\_\_\_\_\_\_\_Yes\_\_\_\_\_ Lesson plan**

**\_\_\_\_\_\_\_Yes\_\_\_\_\_\_ Self assessment (specific to DDP assignment)**

***Criteria***

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence** | **Minimal Evidence** | **Sufficient**  **Evidence** | **Extensive Evidence** |
|  | * **You mention using age-appropriate books rather than using books at the children’s instructional reading level** | ***The selected clip*** demonstrates a clear understanding of your chosen balanced literacy component (either reading or writing) and how to use it with literacy learners in your field placement   * **The children are grouped by need** * **There are three children the group** * **You provide a book introduction** * **The children are practicing what they have been taught in shared reading** * **Each child is reading the book individually** * **You listen to each child as they are reading to check for fluency and identification of text features** * **You provide guidance, as needed** |  |
|  | * **Limited reference to how this lesson relates to providing guided practice to literacy concepts/**   **strategies**  **taught in**  **shared**  **reading** | ***The self-assessment demonstrates:***  a thorough understanding of your selected balanced literacy component   * **You mention that the children were able to demonstrate the lesson objective** |  |
| * **You refer to a content standard instead of a Wisconsin Standard for Teacher Development and Licensure** |  | ***The self-assessment demonstrates:***  an accurate identification and explanation of how at least two Alverno Education Abilities were used to show growth in your choice of one Wisconsin Standard for Teacher Development and Licensure   * **You refer to the abilities of conceptualization and communication** |  |
|  |  | ***The self-assessment demonstrates:***  an analysis of the challenges and how they were addressed   * **You explain the challenges of meeting in a hallway and how you addressed them** |  |
|  | * **Further explanation of the impact of how the varying abilities and skills of the students in a guided reading group impacts your planning and teaching would be beneficial** | ***The self-assessment demonstrates:***  an insightful evaluation of your current understanding and practice of the selected component in the classroom related to what might you would do differently in future lessons   * **You explain that every guided reading group is different because each student has his/her own abilities and skills** |  |
|  |  | **ED 225** The self-reflection paper is word-processed and meets Level 3 writing criteria.   * **Generally, yes** |  |
|  |  | * **ED 325** The self-reflection paper is word processed and meets Level 4 writing criteria. |  |

**Overall Performance:**

**Little or No Evidence**

**Minimal Evidence**

**Yes Sufficient Evidence**

**Extensive Evidence**

Autumn, you demonstrate a growing understanding of guided reading, a very complex component of balanced literacy. You group the children according to like needs, include a book introduction, and listen to each child processing the text as they read independently**.** As you learn more about literacy development, your understanding about guided reading will continue to grow and develop as well.