

**San Jose State University  
EDEL 143A/B  
Formative/Summative Assessment Form**

Teacher Candidate: \_\_\_\_\_ Sem./Year \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

Grade level: \_\_\_\_\_ Program option (check one): Flex \_\_\_\_\_ MLE \_\_\_\_\_ T.E. \_\_\_\_\_ CRA \_\_\_\_\_ BCLAD \_\_\_\_\_ YLR \_\_\_\_\_

**PURPOSES:**

The Formative/Summative Assessment can be used within a semester to document a candidate's teaching performance and at the conclusion of the placement.

In 143A, the Formative Assessment is used as a transition assessment to ensure the candidate is ready to proceed to fulltime student teaching in 143B.

In 143B, the Summative Assessment evaluates the candidate's readiness to be recommended for a credential.

**RATING SCALE AND DESCRIPTORS:**

**Rating Scale:** N/O = Not Observed; \*I = Ineffective; P = Progressing; E = Effective; \*H = Highly Effective  
\*Evidence statements are required on the "Notes" lines for checks in the ineffective and highly effective boxes.  
**"Effective" is defined as "ready to teach on one's own".**

**I = Ineffective**

Candidate is struggling to demonstrate practices described in the criteria.

**P= Progressing**

Candidate performs within criteria. May be inconsistent, but is showing improvement over time.

**E= Effective**

Candidate consistently demonstrates practice described in criteria. Ready to teach on one's own within an induction program.

**H= Highly Effective**

Candidate's performance consistently demonstrates integrated, nuanced, and sophisticated elements of the criteria.

**For EACH category (A-E) in the Formative/Summative Assessment completed by the University Supervisor, a candidate must meet the following performance standards to receive credit:**

**143A – at least 80% of marks in "Progressing" or above**

**143B – at least 85% of marks in "Effective" or above**

**A. PLANNING AND PREPARATION: THE TEACHER CANDIDATE DEVELOPS PLANS THAT...**

	<b>N/O</b>	<b>I</b>	<b>P</b>	<b>E</b>	<b>H</b>	<b>TPE</b>
1. Demonstrate a command of subject matter knowledge. NOTES:						1
2. Organize and sequence curriculum to support student learning of subject matter standards. NOTES:						9
3. Use a variety of instructional strategies that respond to students' diverse backgrounds, experiences, interests, and needs. NOTES:						6
4. Demonstrate knowledge of student developmental characteristics and learning styles. NOTES:						6
5. Address students' language acquisition and promote academic language development. NOTES:						7
6. Utilize materials, resources, and technologies to make subject matter accessible. NOTES:						4
<b>B. LEARNING ENVIRONMENT: THE TEACHER CANDIDATE ...</b>						
1. Uses clear, consistent expectations for student behavior that maintain a classroom that is safe, efficient, and conducive to learning. NOTES:						11
2. Maintains a climate that promotes fairness, respect, and equity. NOTES:						11
3. Promotes student responsibility, collaboration, and self-directed learning. NOTES:						11

<b>C. INSTRUCTION: THE TEACHER CANDIDATE ...</b>						
	<b>N/O</b>	<b>I</b>	<b>P</b>	<b>E</b>	<b>H</b>	<b>TPE</b>
1. Establishes and supports high academic expectations for all students aligned with state and district standards. NOTES:						1
2. Assists students in developing positive attitudes about learning. NOTES:						11
3. Builds on students' prior knowledge and scaffolds learning by responding to students' questions and comments. NOTES:						4
4. Selects and uses activities such that students make connections, pose questions, and solve problems. NOTES:						5
5. Uses instructional strategies that promote active learning and intellectual engagement. NOTES:						5
6. Uses instructional time effectively. NOTES:						10
7. Communicates to students the content standards, the grading practices, and the explicit goals and expectations of the course. NOTES:						9
<b>D. ASSESSMENT: THE TEACHER CANDIDATE ...</b>						
	<b>N/O</b>	<b>I</b>	<b>P</b>	<b>E</b>	<b>H</b>	<b>TPE</b>
1. Collects and uses multiple sources of information and data regularly to assess student learning and to modify and guide instruction as needed. NOTES:						3
2. Provides opportunities for students to assess their own progress. NOTES:						2
3. Checks for understanding by listening, observing, and questioning during instruction and modifies instruction accordingly. NOTES:						2
4. Uses student work to assess the effectiveness of the lesson and the extent to which students reach the instructional goal. NOTES:						2
5. Evaluates student progress against state and district standards and course objectives. NOTES:						3
6. Provides ongoing feedback to students. NOTES:						3

<b>E. PROFESSIONAL RESPONSIBILITIES: THE TEACHER CANDIDATE ...</b>						
	<b>N/O</b>	<b>I</b>	<b>P</b>	<b>E</b>	<b>H</b>	<b>TPE</b>
1. Demonstrates professional conduct. NOTES:						12
2. Honors legal/professional obligations and follows regulations. NOTES:						12
3. Exhibits regular attendance and punctuality in the performance of assigned duties. NOTES:						12
4. Collaborates with school-site colleagues and SJSU classmates. NOTES:						12
5. Uses privileged information in a discreet, confidential manner. NOTES:						12
6. Is competent in oral and written communication. NOTES:						12
7. Maintains a professional appearance. NOTES:						12
8. Uses self-selected technologies that assist in areas such as reporting grades, preparing assignments and assessments, using data, and communicating with others. NOTES:						13
9. Articulates a conceptual and practical rationale for instructional decision-making. NOTES:						13
10. Recognizes when a lesson has not gone well and attempts to revise and improve. NOTES:						13

Form Completed by (check one)

Teacher Candidate

University supervisor

Cooperating Teacher

\_\_\_\_\_  
Teacher Candidate  
Signature/Date

\_\_\_\_\_  
University Supervisor  
Signature/Date

\_\_\_\_\_  
Cooperating Teacher  
Signature/Date