

Candidate/Intern:	License Area:
Supervisor:	<b>Course #:</b>
Mentor Teacher:	<b>Date of Observation:</b>
School:	<b>Date of Conference:</b>
Grade:	<b>Date revision submitted (if required):</b>
Observation #:	<b>Video #:</b>

**Scoring Criteria**

Score of 3

In order to earn a score of 3, the reflection must provide detailed descriptions of student data and analysis and fully supports responses with assessment data.

Score of 2

In order to earn a score of 2, the reflection must provide descriptions of student data and analysis but does not fully support responses with data

Score of 1

In order to earn a score of 1, the reflection lacks detailed descriptions of student data and analysis.

Score of 0

In order to earn a score of 0, the reflection does not contain student data and analysis.

OSTP Criterion	CRITERIA	Score	Plan for remediation of scores of 1 or 0.
3.2a Teachers align classroom assessments with curriculum and instruction.	The candidate describes the alignment between the learning objectives, standards and the assessment chosen for analysis.		
3.3a Teachers utilize assessment data to identify students' strengths and needs, and modify instruction. 3.3c Teachers maintain accurate and complete assessment records as needed for data-based decision making.	There is a graphic or narrative description of student learning for the whole class and 3 focus students. The graphic or narrative also aligns the data analysis with the standards and learning objectives measured in the assessment instrument.		
3.3b Teachers monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. 3.3c Teachers maintain accurate and complete assessment records as needed for data-based decision making.	The candidate uses both pre- and post-assessment data to describe changes in student learning for the whole class and 3 focus students against the learning objectives. The description clearly identifies patterns and differences among groups and individual students.		
3.4a Teachers define assessment criteria and standards and relate these to students.	The candidate provides evidence of feedback to the three focus students and explains how the feedback addresses the focus students' strengths and needs as they relate to the learning objectives.		
3.5a Teachers model the use of self-assessment and goal-setting.	The candidate explains what strategies will be used to support the focus students' application of feedback to improve learning.		
3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	The candidate discusses strategies for improving their pedagogical practice for the whole class and 3 focus students based on evidence from student learning.		