TEACHER CONFERENCE – SCORING RUBRIC

(Please evaluate the student on a scale of 1 (lowest) to 3 (highest) on the first 6 items and 3 (lowest) to 7 (highest) on the final item)

Informs cooperating teacher of the positive accomplishments attained in practicum during the semester (1 – 3 pts.)

Relates practicum accomplishments to child’s motor needs based on information provided by the cooperating teacher and/or via initial observations (1 – 3 pts.)

Indicates current area(s) of need as determined via observation and screening (1 – 3 pts.)

Per Individual Motor Skill Need Area in Sequence

➤ Contras are made between child’s current motor skill level and the desired skill level for the child’s age and gender; explains the process of where s/he is as opposed to where s/he should be. Uses simple yet meaningful-appropriate terminology (1 – 3 pts.)

➤ Relates role of motor-sensory responses to areas of need, e.g., inability to perform a skill due to problems with balance, mid-line crossing, tracking, spatial awareness, etc.; the effect of impulsivity, distractibility etc. are discussed; how do the above issues relate to academic skills, e.g., reading, writing (1 – 3 pts.)

➤ Remedial activities relative to specific skill deficiencies are presented; how and why these activities are needed, e.g., effects of proximo-distal and/or cephalo-caudal differentiation (control) are discussed (1 – 3 pts.)

Punctuality, preparation, clarity, poise, speed of delivery, minimal reliance on external aids, e.g., reading from a paper, and ability to field teacher questions (to the extent appropriate (3 – 7 pts.)

Teacher conference total points (out of 25)

25