

Movement Across the Curriculum Assignment Data Table
Fall 2006

Scoring Scale: NI = 1, ME = 2, EE = 3										
Candidates	Megan	Laura	Suzanne	Jackie	Meghan	Sarah	Karis	Brianne	christine	libby
Reflection/Description	2	2	2	2	2	2	2	1	3	2
Concepts of Kinesthetic Language	2	2	2	2	2	2	2	2	3	2
Articulated Action Plan	2	2	2	2	2	2	2	2	3	2
Kinesthetic Learning Web	3	2	3	2	2	2	2	1	3	2
LP Purpose or Goal Statement	2	2	3	2	2	2	2	2	3	2
Teacher Prerequisite Knowledge	2	2	3	2	2	2	2	2	3	2
Grouping Appropriate to Activity	3	2	3	2	3	2	2	2	3	2
Grouping Appropriate to Skill Levels	3	2	3	2	3	2	2	1	3	2
Dev. Appropriate Objectives	2	2	3	2	2	2	2	2	3	2
Objectives Incorporate Movement	3	2	3	3	3	2	2	2	3	2
Evidence of sensitivity to differences in student's needs	3	2	3	3	3	2	2	2	3	2
Movement is Dev. Appropriate	3	2	3	2	3	2	2	2	3	2
Procedure allows students to demonstrate learning	3	2	3	2	3	2	2	2	3	2
Procedure fosters appreciation of physical activity	2	2	3	3	3	2	2	1	3	2
Assessment adjusted to meet the needs of students	3	1	3	2	2	2	2	2	3	2
Assessment plans are clearly articulated	3	1	3	2	2	2	2	1	3	2
Proactive considerations of child guidance	2	2	3	2	3	2	2	2	3	2
Evidence of Differentiation	2	2	3	2	2	2	2	2	3	2
Instructional Plan is modified to ensure success	2	2	3	2	2	2	2	2	3	2
Classroom Environment is modified to ensure success	2	2	3	2	3	2	2	1	3	2
Instructional materials are modified to ensure success	2	2	3	2	3	3	2	1	3	2
Lesson Plan Implementation	3	2	3	2	3	2	2	2	3	2
Lesson Plan Reflection	2	2	3	2	3	2	2	2	3	2
Evidence of knowledge & dispositions toward physical activity in reflection	2	2	3	2	2	2	2	1	3	2
Total Score:	58	46	69	51	60	49	48	40	72	48

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Shannon	Kelly	Hannah	Yuri	Maura	KellyN.
2	2	2	2	2	2
2	2	2	2	2	2
2	2	2	2	2	2
2	2	2	2	2	2
2	2	3	2	2	2
2	2	3	2	2	2
2	2	3	2	2	2
2	2	3	2	2	2
3	2	3	2	2	3
3	2	3	3	2	2
3	2	3	2	2	2
3	2	3	3	2	2
3	2	3	2	2	3
3	2	3	2	2	2
2	2	3	2	2	2
2	2	3	1	2	2
2	2	3	2	2	3
2	2	3	2	2	3
2	2	3	2	2	3
2	2	3	1	2	2
2	2	3	2	2	2
2	2	3	1	2	3
2	2	3	2	2	2
2	2	3	1	2	3
54	48	68	46	48	55