

Movement Across the Curriculum Assignment Data Table
Fall 2006

Scoring Scale: NI = 1, ME = 2, EE = 3											
Candidates	Jessica Marr	Erin Falabella	Amy Pokrywka	Lauren Saunders	Roy Lebel	Kristen Iodice	Kelly Saltalamacchia	Katherine Foecking	Sara Kaplan	Vanessa Cordillo	
Reflection/Description	2	2	3	2	2	2	2	2	2	2	
Concepts of Kinesthetic Language	2	2	3	2	2	2	2	2	3	2	
Articulated Action Plan	2	2	3	2	2	2	2	2	2	2	
Kinesthetic Learning Web	2	2	3	1	2	2	2	2	2	2	
LP Purpose or Goal Statement	1	2	3	3	2	2	2	2	2	3	
Teacher Prerequisite Knowledge	2	2	3	3		2	3	2	2	3	
Grouping Appropriate to Activity	2	2	3	3	2	2	3	3	2	3	
Grouping Appropriate to Skill Levels	2	3	3	2	2	2	3	2	2	3	
Dev. Appropriate Objectives	2	2	3	3	2	3	2	3	3	3	
Objectives Incorporate Movement	1	2	3	3	2	3	3	3	2	3	
Evidence of sensitivity to differences in student's needs	2	2	3	3	3	2	3	2	2	3	
Movement is Dev. Appropriate	2	2	3	3	2	2	3	3	2	3	
Procedure allows students to demonstrate learning	1	2	3	3	3	2	2	3	2	3	
Procedure fosters appreciation of physical activity	1	2	2	2	2	2	2	2		3	
Assessment adjusted to meet the needs of students	2	2	2	2	2	2	2	2	2	3	
Assessment plans are clearly articulated	1	2	2	2	2	2	2	2	2	3	
Proactive considerations of child guidance	2	2	3	2	2	2	2	3	2	3	
Evidence of Differentiation	2	2	3	2	2	2	3	3	2	3	
Instructional Plan is modified to ensure success	2	3	3	2	2	2	3	2	2	3	
Classroom Environment is modified to ensure success	2	3	3	2	2	2	3	2		3	
Instructional materials are modified to ensure success	2	2	3	2	2	2	3	2	2	3	
Lesson Plan Implementation	2	3	3	2	2	3	2	3		3	
Lesson Plan Reflection	2	2	3	2	2	2	2	3		3	

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<i>Kimberly Huntington</i>	<i>No Name</i>	<i>No Name</i>	<i>No Name</i>	<i>No Name</i>
3	2	2	3	3
3	2	3	3	3
3	2	3	3	3
3	2	2	3	3
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3	3	2	2	3
3	2	2	2	3
3	3	3	3	3
3	2	3	3	3
3	3	3	3	3
3	3	2	2	3

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