

Movement Across the Curriculum Assignment Data Table
Fall 2006

Scoring Scale: NI = 1, ME = 2, EE = 3										
Candidates	Brynne Landis	Hannah Tewksbury	Katy Pokryka	Kelly Goss	Sondra Montville	Thomas Stewart	Jessica Skelton	Jill Martineau	Ashley Berger	Jennifer Smith
Reflection/Description	2	3	3	2	2	2	2	3	3	3
Concepts of Kinesthetic Language	2	2	2	2	3	3	2	3	3	3
Articulated Action Plan	2	3	2	2	2	3	2	3	3	3
Kinesthetic Learning Web	2	2	2	2	3	1	2	3	3	3
LP Purpose or Goal Statement	2	2	3	2	2	3	2	3	3	3
Teacher Prerequisite Knowledge	3	3	2	2	3	3	2	3	3	3
Grouping Appropriate to Activity	3	3	3	2	3	3	2	3	3	3
Grouping Appropriate to Skill Levels	3	3	3	2	3	3	2	3	3	3
Dev. Appropriate Objectives	3	2	2	2	3	3	2	3	3	3
Objectives Incorporate Movement	3	2	2	2	2	3	2	2	3	3
Evidence of sensitivity to differences in student's needs	3	3	2	2	3	3	2	2	3	3
Movement is Dev. Appropriate	3	3	2	2	3	3	2	3	3	3
Procedure allows students to demonstrate learning	3	3	2	2	3	3	2	2	3	3
Procedure fosters appreciation of physical activity	3	3	3	2	3	3	2	2	3	3
Assessment adjusted to meet the needs of students	3	3	2	2	3	3	2	3	3	3
Assessment plans are clearly articulated	3	3	2	2	3	3	2	2	3	3
Proactive considerations of child guidance	3	2	2	2	3	3	2	3	3	3
Evidence of Differentiation	3	3	3	2	3	3	2	2	3	3
Instructional Plan is modified to ensure success	3	3	3	2	3	3	2	3	3	3
Classroom Environment is modified to ensure success	3	3	3	2	3	3	2	2	3	3
Instructional materials are modified to ensure success	3	3	2	2	3	3	2	3	2	3
Lesson Plan Implementation	3	3	2	2	3	3	2	2	3	3
Lesson Plan Reflection	3	3	3	2	3	3	2	3	3	3

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Evidence of knowledge & dispositions toward physical activity in reflection	3	3	2	2	3	3		3	3	3
Total Score:	67	66	57	48	68	69	48	64	77	77

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Karen Kronenberg	Kelly LaPointe	Tasha Aho	Cathy Stahl	
1	3	3	3	
2	2	3	3	
	3	3	3	
1	1	3		
2	2	3	2	
2	2	3	2	
2	3	3	2	
3	3	3	2	
3	2	3	2	
2	3	3	2	
3	2	2	2	
2	3	3	2	
2	3	3	2	
1	2	2	2	
2	2	2	2	
2	2	3	2	
2	2	2	2	
2	3	3	2	
2	3	3	2	
2	3	2	2	
2	3	2	2	
3	2	3	2	
3	3	3	2	

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3	3	3	2
	60	66	