# ID4001 Teacher-Mentor’s Assessment Form 2023

**Student’s Name: School Name**

Your report comprises 25% of the undergraduate student’s assessment for this module, and so your care in completing this form is most appreciated. Please comment constructively on both strengths and areas for development, as appropriate, under each of the headings below. Your comments will be seen by the student and the examiners. Please provide a score for sections 1-4. The sum of these scores should help guide you to which box is the relevant to tick on the final page of this form. *NB*. *It is your choice of rating on the final page that determines the student’s mark, not directly the scores in boxes 1-4.* You may make particular reference to the issues and attributes listed in brackets, or any others that you consider relevant. Please concentrate on the student’s attainment towards the end of their placement with you, by which time they have had a good chance to learn from their experiences.

We ask that you please bear the following in mind when making your assessment:

* The extent to which the student was presented with opportunities to become involved in lessons and other teaching activities within your school.
* Students on this module are not expected to make significant inputs to the management of classroom behaviour by pupils.
* What can realistically be expected of an undergraduate student, *who is not a student teacher,* (spending approximately one quarter of their working time for one semester on this module i.e., 150 hours in total, including preparation, class time, and providing coursework to the University).

1: The student’s general approach and attitude (including attendance, enthusiasm, responsibility in dealing with agreed actions, initiative, the quality of working relations with school staff, disposition and attitude towards pupils and willingness to learn from the placement experience):

*Boxes expand for comments in downloadable version.*

**Performance Level:**

(6 - exceptional; 5 – very good; 4 - good; 3 – fair; 2 – adequate; 1 – poor)

**2: The student’s appreciation of key educational issues**. (Please bear in mind that they have much less time and input on some aspects of this than a student teacher. In particular, please note that they are not expected to have had major input to behaviour management in the classroom. Matters to consider may include grasp and use of pedagogic principles such as the importance of planning and preparation, understanding of learning aims and outcomes, recognition of specific issues such as learning differences and health and safety requirements, grasp of principles of the curriculum, and appreciation of the teacher’s role):

*Comments*

**Performance Level:**

(6 - exceptional; 5 – very good; 4 - good; 3 – fair; 2 – adequate; 1 – poor)

**3: The student’s communication skills** (including oral & written communication skills, presentation skills, ability to use material at an appropriate level, use of and responses to questioning, adherence to syllabus and learning aims and outcomes and contribution to any extra-curricular activities):

*Comments*

**Performance Level:**

(6 - exceptional; 5 – very good; 4 - good; 3 – fair; 2 – adequate; 1 – poor)

**4: The student’s ‘special project’** (including its appropriateness, originality, relevance to the curriculum, value to the school, evaluation, and reception by pupils):

*Comments*

**Performance Level:**

(6 - exceptional; 5 – very good; 4 - good; 3 – fair; 2 – adequate; 1 – poor)

5. What more should the student have done at this level, and within the 150 hours allocated?

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| *Comments* |

6: Any other general comments:

**Total of Performance Score from sections 1 – 4 (out of 24) =**

The following performance classifications are provided as a guide to marking. Please tick the box which best represents the overall performance of the student, bearing in mind what you have written above. The descriptions below also map to first, upper second, lower second, etc classifications.

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| **Please tick *one* row only.** | **Corresponds to** |
|  | **Exceptional performance** in the student’s approach, attitude, organisation, delivery of educational content, level of inspiration conveyed, and communication. The student has performed well beyond expectations to an exceptionally high standard in **all** areas. No placement student could realistically do better than this level of performance. We expect this box to be ticked rarely. (May correspond to an overall score of 24 above.) | **As close to perfect as is possible.** |
|  | **Outstanding performance** in the student’s approach, attitude, organisation, delivery of educational content, level of inspiration conveyed, and communication. The student made the most of the opportunities they were given, responded well to feedback, and performed at a very high standard in **all** areas. Very little room for improvement. (May correspond to an overall score of around 23.) | **High first class attainment** |
|  | **Very high level of performance** in the student’s approach, attitude, organisation, delivery of educational content, level of inspiration conveyed, and communication. They have responded well to feedback, recognizing where they could improve and putting things in place to do so. The student has performed at a very high standard in **most, but not all,** areas, or has performed at a **high standard across all** areas. (May correspond to a mix of ‘5’ and ‘6’ responses above.)*Ratings should be based on attainment, not quotas, but we might anticipate that around one quarter of placement students would reach this level of attainment or higher.*  | **First class attainment** |
|  | **High level** of performance overall but with some development still required, or additional contribution expected, in one or two of the following areas: student’s approach, attitude, organisation, delivery of educational content, level of inspiration conveyed, or communication. They have responded well to feedback, recognizing where they could improve and mostly putting things in place to do so. (May correspond to a mix of ‘5’ and ‘6’ responses above) | **A good upper second class attainment** |
|  | **Good level** of performance overall but with more development required, or additional contribution expected, in three or four of the following areas: student’s approach, attitude, organisation, delivery of educational content, level of inspiration conveyed, or communication. They have responded well to feedback, recognizing in most cases where they could improve and in most cases putting things in place to do so. (May correspond to an overall score between 15 and 19) | **Modest upper second class attainment** |
|  | **Fair performance** overall but requires development in many of the following areas: student’s approach, attitude, organisation, delivery of educational content, level of inspiration conveyed, or communication. They have responded reasonably well to feedback, recognizing in most cases where they could improve and in some cases putting things in place to do so. (May correspond to an overall score between 12 and 14) | **Lower second class attainment** |
|  | **Adequate performance** **overall** but an unreasonable amount of assistance required from the teacher needed to develop most of the following areas: student’s approach, attitude, organisation, delivery of educational content, level of inspiration conveyed, or communication. We would expect that the Departmental Representative of the students would already have been alerted to this low attainment. (May correspond to an overall score between 8 and 11) | **Third class attainment** |
|  | **Adequate performance part of the time** but significant assistance required from the teacher and the student was otherwise poorly prepared or reluctant to engage with the work. We would expect that the Departmental Representative of the students would already have been alerted to this low attainment. (Corresponds to an overall score of 6 or 7) | **Bare pass on the placement** |
|  | **Inadequate performance overall** with areas of significant concern and a failure to engage with the teacher or the pupils properly (a Fail). A student receiving this mark will be deliberately limited to a maximum overall grade of 7.0 for the module, and may obtain a grade lower than this and thus fail the module. The Departmental Representative of the students should already have been alerted to this low attainment. | **Fail on the placement** |

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| Teacher’s Name: |  | **Thank you for completing this form.** In order to meet the University’s deadlines for reporting student results we need to receive it by 5pm on **Friday 1st December 2023** please.  |
| School Name:  |  |
| Signature: |  |
| Date: |  |
| Our preference, please, is for this form to be completed electronically and sent to chem-teachingadmin@st-andrews.ac.uk from your school email address. If you complete the form on paper, please either scan and send to the email address above, or put in the Royal Mail to Mrs Liz Harris, School of Chemistry, University of St Andrews, St Andrews, KY16 9ST. Please do not give your student this form to deliver on your behalf. If you and your school wish to give a copy of this form to your student we do not object, but this is not the norm. We will give access to the completed form to the student in January. Your student will also need to submit the form that you sign to show the number of hours spent on placement. It is OK for them to deliver that form to us.  |