

## Assessment form: Teaching Practice, VFU 3, Preschool age 1-5

<b>Name of the Course: Teaching practice 3</b> <b>Course: 970G41</b> <b>Term:</b> <input type="checkbox"/> Autumn <input type="checkbox"/> Spring			
<b>Name of the School, Country</b>			
<b>Student's name</b>		<b>Studentens pers.nr/id-nr</b>	
<b>Attendance no. of days:</b>	<b>Dates:</b>		
<b>Student's email address</b>			
<b>Supervisor's name</b>		<b>Supervisor's tel.</b>	
<b>Supervisor's email address</b>			

### Information to the VFU supervisor when issuing the assessment of the student's goal achievement.

- Keep in mind: This document, which is a printable pdf, must first be downloaded to the computer before being opened. After that, it can be filled in. Don't forget to save each time before closing the document - it is not saved automatically.
- The table shows the course objectives and assessment criteria for teaching practice education (Swedish: VFU). With the help of the document, you provide a professional basis for judging the student's applied didactic and social teaching skills. **There will be more specific instructions from the Course Manager for each course.**
- You tick the boxes where you consider the description to be consistent with your observations of the student's knowledge and actions in relation to the current course objective and criteria. It is important that you also justify/exemplify your judgments where this is requested.
- At the end of the VFU, when all VFU days have been completed, you send the assessment form to the course supervisor/ examiner no later than one week after the student has completed the VFU, unless otherwise specified. Make a copy before submitting the evaluation form. Send the original in the manner specified by the course supervisor. The students themselves must not submit the form but can have a copy. If the student has not completed her/his VFU within the regular course time, please inform the course supervisor that the evaluation form will be sent in later.

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
1. Plan, implement, and evaluate teaching in preschool in relation to language and mathematics based on current policy documents and relevant theoretical perspectives to stimulate children's development and learning	<input type="checkbox"/> The student draws up (if necessary, with some support) a clear plan for teaching language and mathematics, where form and content are adapted to Early childhood education	The student establishes a clear plan for teaching language and mathematics, where form and content are well adapted to Early childhood education	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student's planning is based on current policy documents and their core values		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student's planning is based on relevant theoretical perspectives with a general connection to how the form and content of the teaching should stimulate the children's development and learning	The student's planning is based on relevant theoretical perspectives with a well-founded connection to how the form and content of the teaching should stimulate the children's development and learning	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student carries out planned teaching in both spontaneous situations and organized activities in a functional way and adapts the teaching to the group of children and to the situation	<input type="checkbox"/> The student carries out planned teaching in both spontaneous situations and organized activities in a functional way and adapts the teaching well to the group of children and to different situations and unforeseen events	<input type="checkbox"/> does not meet the criteria
	The student interacts with and leads the group of children in a functional way during the implementation	The student interacts with and leads the group of children in a well-functioning and conscious way during the implementation	<input type="checkbox"/> does not meet the criteria
	Together with the supervisor, the student evaluates her/his teaching plan and her/his implementation of both organized and spontaneous teaching		<input type="checkbox"/> does not meet the criteria

	The student reflects on strengths and weaknesses in her/his teaching and leadership skills		<input type="checkbox"/> does not meet the criteria
	The student provides broad examples of how planning and implementation can be developed in relation to policy documents, theories and appropriate subject-didactic concepts	The student provides detailed and well-founded examples of how planning and implementation can be developed in relation to policy documents, theories and appropriate subject-didactic concepts	<input type="checkbox"/> does not meet the criteria

Here you can clarify your assessment with concrete examples of actions that the student has carried out. (Please use **no. 3 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
2. Observe, reflect and document children's knowledge and experiences as a basis for planned teaching	<input type="checkbox"/> The student observes and reflects on children's language activities during play in a functional way with the help of course literature	<input type="checkbox"/> The student observes and reflects on children's language activities during play in a nuanced way with the help of course literature and theories	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student observes and reflects on children's mathematical activities in play in a functional way with the help of literature	<input type="checkbox"/> The student observes and reflects on children's mathematical activities in play in a nuanced way with the help of literature and theories	<input type="checkbox"/> does not meet the criteria

Here you can clarify your assessment with concrete examples of actions that the student has carried out. (Please use **no. 5 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
3. Use and adapt different forms of communicative resources in teaching and care situations	<input type="checkbox"/> The student uses voice, verbal language, pace, body language and facial expressions in an engaging and clear way	<input type="checkbox"/> The student uses voice, language, tempo, body language and facial expressions in a clear and varied way	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student uses analogue and/or digital forms of impression/expression (e.g. images, music, drama, movement) in her/his work with children's language learning and development in a well thought-out way	<input type="checkbox"/> The student uses analogue and/or digital forms of impression/expression (e.g. image, music, drama, movement) in her/his work with children's language learning and development in a well-thought-out, creative and varied way	<input type="checkbox"/> does not meet the criteria

Here you can clarify your assessment with concrete examples of actions that the student has carried out. (Please use **no. 7 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES SOCIAL ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
4. Take the initiative to interact with children, guardians/parents and work teams	<input type="checkbox"/> The student takes the initiative to communicate and collaborate with both children, guardians/parents and work teams	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student takes the initiative to interact with both individual children and the group of children in an appropriate and responsible manner	<input type="checkbox"/> does not meet the criteria

Here you can clarify your assessment with concrete examples of actions that the student has carried out. (Please use **no. 1 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES SOCIAL ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
5. Reflect on one's professional actions in relation to the preschool's core values	<input type="checkbox"/> The student reflects on his professional actions in relation to the preschool's core values.	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student reflects on strengths and development areas in her/his own leadership.	<input type="checkbox"/> does not meet the criteria

Here you can clarify your assessment with concrete examples of actions that the student has carried out. (Please use **no. 6 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES SOCIAL ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
6. Respect democratic values and children's participation	<input type="checkbox"/> The student listens to children's questions, suggestions and attempts at verbal interaction	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student is sensitive to children's non-verbal communication	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student balances the initiatives of individual children and the needs of the group (possibly with some support from the supervisor)	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student talks with the supervisor about how conditions for participation can be created in different situations and for different children	<input type="checkbox"/> does not meet the criteria

Here you can clarify your assessment with concrete examples of actions that the student has carried out. (Please use **no. 4 in the Characteristics table** where the various skills/abilities are exemplified):



**Describe how you perceive the student's efforts during the course as a whole.  
You can also inform here if there were special circumstances that the examiner should be aware of.**

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The student has read the assessment

If a three-part conversation/visit by a university teacher has been carried out during the VFU period, enter the teacher's name:

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The date and Supervisor's signature (No signature is needed for digital submission)

See the tutor letter for information on how to submit the assessment form

NOTE: Remember to make a copy before submitting the form! And keep in mind that this document, once submitted, is a public document and subject to the principle of public disclosure. It must be kept by the responsible institution for two years.