

Student Teaching I - Summative assessment

Introduction

Student

Date

Teacher

School

Attendance

Please indicate the days the MLC student was absent. Click + to add additional rows.

Date absent

Reason

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

Other

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."

IEP/ISP	Percent
<input type="text"/>	<input type="text"/>

504 Plan	Percent
<input type="text"/>	<input type="text"/>

Title I	Percent
<input type="text"/>	<input type="text"/>

Gifted/Talented	Percent
<input type="text"/>	<input type="text"/>

Please indicate the number of ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL	Percent
<input type="text"/>	<input type="text"/>

Ministry Traits

Discuss in relation to service in the school and community.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in school activities
- participates in community activities

Comments

Minnesota Standards of Effective Practice

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

Standard 1: Subject Matter

1. demonstrates competence in content area subject matter

- 1 2 3 4 5

Comments

2. helps students engage in inquiry and discovery

- 1 2 3 4 5

Comments

3. utilizes appropriate interaction strategies to engage students in inquiry and discovery

- 1 2 3 4 5

Comments

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

- 1 2 3 4 5

Comments

2. plans lessons that are developmentally appropriate

- 1 2 3 4 5

Comments

3. promotes active learning

- 1 2 3 4 5

Comments

4. plans activities/experiences to achieve maximum participation

- 1 2 3 4 5

Comments

Standard 3: Diverse Learners

1. respects each student as a unique child of God

- 1 2 3 4 5

Comments

2. is sensitive to students' backgrounds and feelings

- 1 2 3 4 5

Comments

3. provides for differences among students

- 1 2 3 4 5

Comments

4. evidences a belief that all students can learn and succeed.

- 1 2 3 4 5

Comments

5. uses a variety of methods, strategies, media, that are appropriate to students with different needs and abilities

- 1 2 3 4 5

Comments

Standard 4: Instructional Strategies

1. uses appropriate teaching skills

- 1 2 3 4 5

Comments

2. teaches lesson concepts logically and sequentially

- 1 2 3 4 5

Comments

3. utilizes teaching strategies which stimulate all levels of thinking skills

- 1 2 3 4 5

Comments

4. uses a variety of instructional resources to enhance lessons

- 1 2 3 4 5

Comments

5. develop, implement, and evaluate plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources

- 1 2 3 4 5

Comments

6. adapts instruction during teaching based on feedback from students

- 1 2 3 4 5

Comments

Standard 5: Learning Environment

1. shows flexibility in classroom management and instruction to accommodate varying abilities

- 1 2 3 4 5

Comments

2. uses teaching procedures that promote student motivation

- 1 2 3 4 5

Comments

3. encourages and models Christian living among the students

- 1 2 3 4 5

Comments

4. uses disciplinary techniques which reflect Christian principles

- 1 2 3 4 5

Comments

5. speaks in a manner that gains the students' respect

- 1 2 3 4 5

Comments

6. is consistent and persistent in letting students know what is expected

- 1 2 3 4 5

Comments

7. conducts orderly transitions from lesson to lesson and between activities

- 1 2 3 4 5

Comments

8. manages the entire class while working with smaller groups

- 1 2 3 4 5

Comments

9. is conscious of the "little" details that contribute to good order

- 1 2 3 4 5

Comments

10. promotes a learning environment that enables cooperation and respect for other students

- 1 2 3 4 5

Comments

Standard 6: Communication

1. has a pleasant and effective voice

- 1 2 3 4 5

Comments

2. demonstrates effective oral and written communication with students

- 1 2 3 4 5

Comments

3. know effective verbal, nonverbal, and media communication techniques

- 1 2 3 4 5

Comments

4. use effective communication strategies in conveying ideas and information and in asking questions

- 1 2 3 4 5

Comments

Standard 7: Planning Instruction

1. plans to integrate Christian truths into lessons when appropriate

- 1 2 3 4 5

Comments

2. integrates Christian truths into lessons when appropriate.

- 1 2 3 4 5

Comments

3. plans and develops lessons that are appropriate for students of varying abilities, learning styles, and types of intelligence

- 1 2 3 4 5

Comments

4. plans systematically and carefully

- 1 2 3 4 5

Comments

5. plans to integrate technology into lessons when appropriate

- 1 2 3 4 5

Comments

6. plans to integrate the curriculum when appropriate

- 1 2 3 4 5

Comments

7. integrates the curriculum and relates it to present day living

- 1 2 3 4 5

Comments

Standard 8: Assessment

1. uses assessment techniques appropriate to content and students

- 1 2 3 4 5

Comments

2. provides timely feedback to students on the quality of their performance

- 1 2 3 4 5

Comments

3. uses technological tools to assess student learning

- 1 2 3 4 5

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

- 1 2 3 4 5

Comments

2. is punctual and dependable in attendance

- 1 2 3 4 5

Comments

3. exhibits professional dress and demeanor

- 1 2 3 4 5

Comments

4. is reliable in completing assigned tasks

- 1 2 3 4 5

Comments

5. is well organized and efficient

- 1 2 3 4 5

Comments

6. displays initiative

- 1 2 3 4 5

Comments

7. is able to accept and implement constructive criticism

- 1 2 3 4 5

Comments

8. makes appropriate self-evaluations of teaching

- 1 2 3 4 5

Comments

9. uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice

- 1 2 3 4 5

Comments

Standard 10: Collaboration, Ethics, and Relationships

1. demonstrates effective oral and written communication with parents/caregivers, co-workers, and the community

- 1 2 3 4 5

Comments

2. understands the concept of addressing the needs of the whole learner

- 1 2 3 4 5

Comments

MN Elementary Content Standards

1. understand and apply the research base for the best practices of kindergarten and elementary level education

- 1 2 3 4 5

Comments

2. understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children

- 1 2 3 4 5

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

- 1 2 3 4 5

Comments

MN Middle Level Endorsement Communication Arts and Literature Content Standards

1. understand and apply the research base for and best practices of middle level education

- 1 2 3 4 5

Comments

2. understand the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents.

- 1 2 3 4 5

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

- 1 2 3 4 5

Comments

MN Middle Level Mathematics Endorsement Content Standards

1. understand and apply the research base for and best practices for middle education

- 1 2 3 4 5

Comments

2. understand the educational principles relevant to physical social, emotional, moral, and cognitive development of young adolescents

- 1 2 3 4 5

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

- 1 2 3 4 5

Comments

MN Middle Level Social Studies Endorsement Content Standards

1. understand the research base for and best practices of middle level education

- 1 2 3 4 5

Comments

2. understand the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents

- 1 2 3 4 5

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

- 1 2 3 4 5

Comments

MN Middle Level Science Endorsement Content Standards

1. understand the research base for and best practices of middle level education

- 1 2 3 4 5

Comments

2. understand the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents

- 1 2 3 4 5

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

- 1 2 3 4 5

Comments

MN Middle Level World Language and Cultures Endorsement: Spanish Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

- 1 2 3 4 5

Comments

2. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education

- 1 2 3 4 5

Comments

3. develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture

- 1 2 3 4 5

Comments

MN Secondary Communication Arts and Literature Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents

- 1 2 3 4 5

Comments

2. understand and apply the research base for and the best practices of middle level and high school education

- 1 2 3 4 5

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, and workplace, and further educational opportunities

- 1 2 3 4 5

Comments

4. understand the integration of reading, writing, speaking, listening, and viewing

- 1 2 3 4 5

Comments

5. understands strategies for selecting and using texts and materials that correlate individual student abilities with developmentally appropriate learning experiences

- 1 2 3 4 5

Comments

6. understands strategies for selecting and using texts and materials which recognize and accept a broad range of

Comments

common and diverse perspectives

- 1 2 3 4 5

7. understands the meanings of messages, content and relational

- 1 2 3 4 5

Comments

8. understands communication and its value in exploring and expressing ideas

- 1 2 3 4 5

Comments

MN Secondary Computer, Keyboarding, and Related Technology Content Standards

1. understands and applies the physical, social, emotional, moral, and cognitive development of students in grades kindergarten through 12

- 1 2 3 4 5

Comments

2. understands and applies best practices of teaching computer and related technology applications to students in grades kindergarten through 12

- 1 2 3 4 5

Comments

3. create and apply teaching and learning strategies for many types of technology environments including, but not limited to, lab, mobile, classroom, integrated, and online

- 1 2 3 4 5

Comments

4. understands and applies knowledge of emerging technologies and the changing nature of technology in education

- 1 2 3 4 5

Comments

5. understands and applies methods to manage technology, resources, user access, and applications in the education setting

- 1 2 3 4 5

Comments

6. understands and applies strategies to evaluate, select, and apply appropriate hardware, software, and online resources

- 1 2 3 4 5

Comments

7. understands and applies the knowledge necessary to develop computer technology curriculum

- 1 2 3 4 5

Comments

MN Secondary Mathematics Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents

- 1 2 3 4 5

Comments

2. understand and apply the research base for and the best practices of middle level and high school education

- 1 2 3 4 5

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

- 1 2 3 4 5

Comments

4. understand the overall framework of mathematics including the processes and consequences of expanding mathematical systems

- 1 2 3 4 5

Comments

5. understand the overall framework of mathematics including the examination of the effects of broad ideas, including operations or properties, as these ideas are applied to various systems

- 1 2 3 4 5

Comments

6. understand the overall framework of mathematics including the examination of the same object from different perspectives

- 1 2 3 4 5

Comments

7. understand the overall framework of mathematics including the investigation of the logical reasoning that takes place within a system

- 1 2 3 4 5

Comments

8. understand the role of technology, manipulatives, and models in mathematics

- 1 2 3 4 5

Comments

MN Secondary Vocal Music Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

- 1 2 3 4 5

Comments

2. understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education

- 1 2 3 4 5

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

- 1 2 3 4 5

Comments

4. demonstrate ability to accompany a vocal ensemble on a keyboard instrument

- 1 2 3 4 5

Comments

5. know vocal and choral instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels from kindergarten through grade 12

- 1 2 3 4 5

Comments

6. demonstrate understandings and skills of vocal performance pedagogy and vocal health, including the child voice and the changing voice

- 1 2 3 4 5

Comments

7. rehearse and conduct small and large vocal and choral performance ensembles

- 1 2 3 4 5

Comments

MN Secondary Instrumental Music Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

- 1 2 3 4 5

Comments

2. understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education

- 1 2 3 4 5

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

- 1 2 3 4 5

Comments

4. know instrumental instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels

- 1 2 3 4 5

Comments

5. demonstrate understandings and skills or performance pedagogy for percussion, string, and wind instruments

- 1 2 3 4 5

Comments

6. rehearse and conduct small and large instrumental ensembles

- 1 2 3 4 5

Comments

MN Secondary Physical Education Content Standards

1. understand historical, philosophical, sociological, and psychological factors associated with varied physical activities

- 1 2 3 4 5

Comments

2. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

- 1 2 3 4 5

Comments

3. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education

- 1 2 3 4 5

Comments

4. understand the benefits and implications of, and how to, promote lifelong physical recreation

- 1 2 3 4 5

Comments

5. develop curriculum goals and purposes based on the central concepts of physical education and knew how to apply instructional strategies and materials for achieving student understanding of this discipline

- 1 2 3 4 5

Comments

6. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

- 1 2 3 4 5

Comments

MN Secondary Science- Chemistry, Life Science, and Physics Content Standards

1. understand how to apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents **Comments**

- 1 2 3 4 5

2. understand how to apply the research base for and the best practices of middle level and high school education **Comments**

- 1 2 3 4 5

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities **Comments**

- 1 2 3 4 5

4. understand curriculum and instruction in science as evidenced by the ability to select, using local, state, and national science standards, appropriate science learning goals and content **Comments**

- 1 2 3 4 5

5. understand curriculum and instruction in science as evidenced by the ability to plan a coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events **Comments**

- 1 2 3 4 5

6. understand curriculum and instruction in science as evidenced by the ability to plan assessments to monitor and evaluate learning of science concepts and methods of scientific inquiry **Comments**

- 1 2 3 4 5

7. understand curriculum and instruction in science as evidenced by the ability to justify and defend, using knowledge of student learning, research in science education, and national science education standards, a given instructional model or curriculum **Comments**

- 1 2 3 4 5

MN Secondary Social Studies Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents **Comments**

- 1 2 3 4 5

2. understand and apply the research base for and the best practices of middle and high school education **Comments**

- 1 2 3 4 5

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

- 1 2 3 4 5

Comments

4. understand ways in which groups, societies, and cultures address human needs and concerns

- 1 2 3 4 5

Comments

5. understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and in the evidence they use

- 1 2 3 4 5

Comments

6. understand the relative location, direction, size, and shape of locales, regions, and the world

- 1 2 3 4 5

Comments

7. understand personal connections to time, place, and social and cultural systems

- 1 2 3 4 5

Comments

8. understand how concepts, including role, status, and social class, impact the connections and interactions of individuals, groups, and institutions in society

- 1 2 3 4 5

Comments

9. understand persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

- 1 2 3 4 5

Comments

10. understand how the scarcity of productive human, capital, technological, and natural resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed

- 1 2 3 4 5

Comments

MN Secondary World Languages and Cultures: Spanish Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

- 1 2 3 4 5

Comments

2. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education

- 1 2 3 4 5

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

- 1 2 3 4 5

Comments

4. understand the target culture from a variety of perspectives, including historical, geographical, political, and artistic and contemporary viewpoints

- 1 2 3 4 5

Comments

5. is familiar with culture and literature of children and adolescents in both the United States and target cultures

- 1 2 3 4 5

Comments

6. understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist

- 1 2 3 4 5

Comments

7. has a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language and culture

- 1 2 3 4 5

Comments

8. understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary

- 1 2 3 4 5

Comments

MN Special Education Core Skills Content Standards

1. understands the role of special education within the structure of a single, evolving, and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services

- 1 2 3 4 5

Comments

2. communicates the results of assessments and the evaluation process to students, families, teachers, and other professionals

- 1 2 3 4 5

Comments

3. integrates multiple sources of data to develop individualized educational programs and plans

- 1 2 3 4 5

Comments

4. supports the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists

- 1 2 3 4 5

Comments

5. adapts and modifies curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs

- 1 2 3 4 5

Comments

6. applies evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards

- 1 2 3 4 5

Comments

7. uses evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning

- 1 2 3 4 5

Comments

8. collaborates with other professionals and parents on the design and delivery of prevention efforts, early intervening

Comments

services, prereferral interventions, English learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students

- 1 2 3 4 5

9. teaches in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals

- 1 2 3 4 5

Comments

10. works collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs

- 1 2 3 4 5

Comments

11. engages in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

- 1 2 3 4 5

Comments

MN Special Education Academic & Behavioral Strategist

1. understands central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs

- 1 2 3 4 5

Comments

2. selects, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns

- 1 2 3 4 5

Comments

3. communicates the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals

- 1 2 3 4 5

Comments

4. collaborates with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum

- 1 2 3 4 5

Comments

5. designs and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals

- 1 2 3 4 5

Comments

6. utilizes principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards

- 1 2 3 4 5

Comments

7. designs, implement, modify, and adjusted instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs

- 1 2 3 4 5

Comments

8. monitors, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction

- 1 2 3 4 5

Comments

9. selects and applies evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting

- 1 2 3 4 5

Comments

10. applies strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition

- 1 2 3 4 5

Comments

11. modifies instruction and teaches skills to increase accuracy, fluency, academic vocabulary, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues

- 1 2 3 4 5

Comments

12. modifies instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation

- 1 2 3 4 5

Comments

13. utilizes assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression

- 1 2 3 4 5

Comments

14. assists children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the life span

- 1 2 3 4 5

Comments

15. engages in continuing professional development and reflection to increase knowledge and skill as a special

Comments

educator and inform instructional practices, decisions, and interactions with children and youth and their families

- 1
- 2
- 3
- 4
- 5

Narrative Evaluation

The Narrative Evaluation section (formerly Form B) provides information that will be used in the candidate's profile prepared for the WELS Assignment Committee.

Describe the candidate as a person:

Describe the candidate as an instructor:

Describe the candidate as a classroom manager:

Identify strengths shown by the candidate:

Identify subjects taught most effectively:

Identify weaknesses shown by the candidate:

Identify subjects taught least effectively:

Is this student teacher recommended to teach at this level?

- Yes
- No

Additional comments:

Final Ratings for Student Teaching

See "[Rubric for Final Ratings for Student Teaching](#)" for descriptions of rating choices.

Teaching:

- Superior
- Strong-Superior
- Strong
- Satisfactory-Strong
- Satisfactory
- Acceptable-Satisfactory
- Acceptable

Management:

- Superior
- Strong-Superior
- Strong
- Satisfactory-Strong
- Satisfactory
- Acceptable-Satisfactory
- Acceptable