**PRE-ASSESS**

The pre-requisite skills and knowledge are pre-assessed by different areas of the English department, and current TA’s need not worry about any issue of pre-assessment. If a graduate student is selected as an incoming TA they may be considered sufficient for formative assessment.

**FORMATIVE ASSESSMENT**

The current TA must provide duplicate note sheets (2 for each of the few current TA’s whose classes will be observed. So, up to six as the incoming TA will not observe more than three in his/her department) detailing observations on which the incoming TA will make notes. They will be filled out during class observation time and be evaluated by the supervising TAs throughout the process. As a midterm assessment, the incoming TA will turn in a quiz given to him/her at the beginning of the process. The quiz will be used to assess the incoming TA’s understanding of the material he/she will be expected to teach.

**SUMMATIVE ASSESSMENT**

The summative assessment is based on the relational mentoring model of teaching. The incoming TA’s mastery of understanding the job of Teaching Assistant will be evaluated by direct discourse between he/she and the current TA. It is a time for the supervising TA to ask questions and let the incoming TA respond and elaborate accordingly. There will be no access to note sheets or any other data, as this final assessment is meant to be informal and an opportunity for the current TA to evaluate intrinsic learning attitudes, deftness in discussing the subject they are hired to teach, and understanding of the responsibilities of a teacher.