**DIGPA Comment Sheet**

TBT's name: Trainer: Date:

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|  | **1** | **2** | **3** | **4** |
| **Description** | Very vague and has very little detail. May have vague interpretations in the paragraph. Does not have a clear segment and/or if one is present it is very short.  | There is a clear segment being referred to but it lacks details and/or may be short. May have some interpretation in the paragraph.  | There is a clear and significant segment being referred to. There are some useful details.  | There is a clear and significant segment being referred to. There are many useful details. |
| **Interpretation** | Very vague and/or does not link to the segment that was described. May not actually be interpretation.  | There is some link to the segment that was described but the ideas are not supported. May be short and need to be extended.  | There is a link to the segment that was described. There are reasonable explanations and/or interpretations of student behavior.  | There is a clear link to the segment that was described. There are multiple explanations and/or interpretations that are explored.  |
| **Generalization** | Very vague and/or may not link to the segment that was described. May not actually be generalization. | There is some link to the segment that was described but may not actually be generalization. Does not offer any significant ideas about student learning or participation.  | There is a link to the segment that was described. There are some ideas about student learning and participation, but they need to be extended.  | There is a link to the segment that was described. There are developed ideas about student learning and participation, which fully explore the issues that have been brought up.  |
| **Planning Action** | Very vague and/or may not link to the segment that was described.  | There is some link to the segment that was described, but the ideas are vague and need clarification.  | There is a link to the segment that was described. There is some detail in the plans that relate to helping students learn or participate more effectively.  | There is a link to the segment that was described. There is specific detail in the plans that relate to helping students learn or participate more effectively, and which fully address the issues brought up.  |