Bridgewater State University

Preservice Performance Assessment Rubric (9/2013) with **Emphasized** Sheltered English Immersion (SEI) Standards

| Rating→  Standard/Indicator↓ | 1 = Does not meet the standard | 2 = Meets the standard | 3= Exceeds the Standard |
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| Standard A – Plans Curriculum and Instruction | | | |
| 1. Draws on content of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students level of content knowledge. | Limited if any knowledge of curriculum frameworks for planning lessons. Standards that will advance the level of content knowledge of students are not used.  The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. | Has a basic understanding of the content of the curriculum frameworks and is able to design learning experiences that extend the learning of students at a basic level. The lesson or unit has a recognizable structure although the structure is not uniformly maintained throughout. Most time allocations are reasonable. | Has a clear understanding of the curriculum frameworks and how to use them to extend content knowledge learning of students. Lesson activities are designed around standards that extend student learning. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. |
| **2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate for the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.** | Goals are not suitable for many students in the classroom; learning activities are not based on student needs; assessment results minimally affect lesson planning; minimal or no knowledge of developmental characteristics is evident in lesson planning. | A general goal is established with little attention to diverse needs of students; some of learning activities are based on student needs; uses assessment results to plan for the class as a whole; most lesson plans show evidence of developmentally appropriate activities and assignments. | Modifies goals for the diverse needs of students; most learning activities are based on student needs; uses assessment results to plan for individuals and groups of students; lesson plans consistently show evidence of developmentally appropriate tasks and activities. |
| **3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.** | Overly dependent on reading textbook. Does not utilize appropriate reading materials and other resources to promote further learning. | Begins to incorporate high interest materials, trade books and interactive reading/writing lessons; shifts from monocultural views to multicultural literacy views. | Evidence of a language rich environment, carefully selected materials, independent reading/writing. Uses reading and writing resources to promote further learning for the diverse range of students in the classroom. |
| 4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills. | Displays little understanding of prerequisite knowledge and experiences important for student learning of the content and does not indicate that such knowledge is valuable.  Lacks fundamental knowledge of reading/writing strategies. | Indicates some awareness of prerequisite learning and experiences required to maximize student learning, although such knowledge may be incomplete or inaccurate. Recognizes the value of understanding students’ skills, concepts, vocabulary and knowledge for the class only as a whole. Has some awareness of appropriate reading/writing strategies; unsure of how to devise and implement these strategies. | Teaching reflects a variety of literacy components; able to identify vocabulary, reading and writing strengths/weaknesses of students and use the data for designing lesson plans and learning activities for all students including those with special needs. Plans and practices reflect understanding of prerequisite relationships and experiences of students among concepts and topics. |
| 5. Plans lessons with clear objectives and measurable outcomes. | Assessment results minimally affect lesson plans, objectives are unclear and outcomes are inappropriate, vague and/or not measurable. | Uses assessment results to plan for the class as a whole; some lesson content is not related to the objectives; some outcomes are measurable but inconsistent. | Uses assessment results to plan for individuals and groups of students; appropriate objectives are used in planning with the use of clear measurable outcomes. |
| 6. Draws on Resources from colleagues, families, and the community to enhance learning. | Does not seek out resources through colleagues, school, district, family, or university, etc. | Displays limited awareness of resources available through colleagues, school, district, family, or university, etc. | Uses resources available through colleagues, school, district, family, or university, to enhance student learning. |
| 7. Incorporates appropriate technology and media in lesson planning. | The use of technology and media is not evident in lesson planning or delivery. | Incorporates technology and media in lesson planning but the use is limited to teacher demonstration of the resources. | Able to incorporate effectively the use of technology in lesson planning. Students are able to use technology to enhance their learning. |
| 8. Uses information in IEP’s to plan strategies for integrating students with special needs into general education classrooms. | All students receive same instruction and assignments regardless of differences; no information from the IEP is used in planning instruction; no attempts to incorporate students with special needs into the regular classroom. | Aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners; some use of IEP is evident; minimal attempts made to integrate students with special needs into the regular classroom. | Lesson plans take into account the needs of various learners. Appropriate adaptations using IEP’s are a routine part of planning and delivery; regular attempts are made to integrate students with special needs into the regular classroom. |
| **9. Uses instructional planning, materials and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths and challenges.** | Does not or minimally includes supports for student of diverse cultural and linguistic backgrounds, strengths and challenges. | Incorporates some engaging activities that show awareness of cultural diversity within the classroom and uses language and gestures to scaffold English Language Learners. | Teaching and planning reflect an awareness of cultural diversity and incorporates a variety of strategies to meet the various needs and levels of diverse linguistic backgrounds. |
| Standard B – Delivers Effective Instruction | | | |
| 1. Communicates high standards and expectations when beginning the lesson. |  |  |  |
| 1. Makes learning objectives clear to students. | Learning objectives are not mentioned and cannot be identified by students. | The objectives of the lesson are somewhat clear. Students understand the goal of the lesson. | Objectives are clear, with minimal confusion. Students understand the goal of the lesson and what they are expected to learn. |
| 1. Communicates clearly in writing, speaking and through the use of appropriately designed visual and contextual aids. | Little to no use of visual and contextual aids, communication in writing or speaking is not organized for clear lesson delivery. | Communication in writing and speaking are mostly clear and organized. Students have little confusion as to expectations. Visual and contextual aids are appropriate, but used minimally. | Extremely clear communication in both writing and speaking, taking into consideration classroom diversity. Visual and contextual aids are appropriate and extend the learning opportunity. |
| 1. Uses engaging ways to begin a new unit of study or lesson. | The beginning of unit of study or lesson was not appropriately engaging. | The beginning of unit of study or lesson was somewhat engaging. Approaches were mostly motivating and understandable. | The beginning of unit of study or lesson was highly engaging. Approaches were motivating and understandable. |
| 1. Builds on students’ prior knowledge and experience. | Lesson does not take into consideration student prior knowledge, schemata or experiences. | There is evidence of some connection to student’s prior knowledge and experiences. Lesson shows some understanding of students’ differences prior to instruction. | There is strong evidence of connections to student’s prior knowledge and experiences. Lesson shows relevant understanding of students’ differences prior to instruction and incorporates strategies to meet these differences. |
| 2. Communicates high standards and expectations when carrying out the lesson. |  |  |  |
| 1. Uses a balanced approach to teaching skills and concepts of elementary reading and writing. | There is no evidence that a balance approach is being used to each reading and writing. | Lessons implementation has limited variety in methodology. Approaches engage some students but do not take into consideration the needs of all students. | Lessons implementation shows an appropriate variety in methodology. Approaches engage all students; differences are considered and incorporated into instruction. |
| 1. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). | Lesson does not take into consideration content-based and content-oriented teaching techniques. | Incorporates some teaching strategies that meet the needs of most students. Teacher-directed strategies are somewhat clear and meet the intended outcome. | Incorporates a variety of teaching strategies including differentiation to meet the needs of all students. Teacher-directed strategies are clear, meet the intended outcome and foster discussion. |
| c. Demonstrates an adequate knowledge of and approach to the academic content of lessons. (Please attach documentation that license-specific questions were used to evaluate candidate knowledge) | Evidences minimal or incorrect knowledge of content and appropriate pedagogy. | Demonstrates adequate knowledge of the content and appropriate pedagogy to engage students in the lesson. | Evidence indicates strong knowledge of content and appropriate pedagogy to engage students in learning. |
| d. Employs a variety of reading and writing strategies for addressing learning objectives. | Reading and writing strategies for addressing learning objectives are limited or nonexistent. | Reading and writing strategies are slightly varied and appropriate to lesson content and design. Shows some evidence of addressing learning objectives. | Reading and writing strategies employed are appropriate and varied. Instruction shows clear alignment to learning objectives. |
| e. Uses questioning to stimulate thinking and encourages all students to respond. | Discussion is not encouraged or supported. | Questioning techniques are somewhat engaging and fosters discussion. Students evidence critical thinking when responding to questions. | Strong questioning techniques are evidence, included lesson-dependent questions. Stimulates thinking and encourages an engaging classroom discussion. |
| f. Uses instructional technology appropriately. | Instructional technology is not present or is not used appropriately. | Incorporates technology in instruction, but the use is limited to teacher demonstration or minimal student participation. | Incorporate effectively the use of technology in instruction. Students are able to use technology to enhance their learning. |
| g. **Uses effective strategies and techniques for making content accessible for English language learners.** | English Language Learners are not considered in instruction. | Some use of effective strategies and techniques for English Language Learners are employed. Instruction evidences scaffolding techniques for content accessible to English Language Learners. | A variety of effective strategies and techniques for English Language Learners are observable. Instruction evidences differentiation for content accessibility to English Language Learners |
| h. **Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.** | Does not demonstrate knowledge of academic language and speech represents use of social language. | Understands and employs appropriate academic language. Instruction evidences differentiation of the use of academic language to foster strong understanding of academic language for English Language Learners. | Demonstrates strong understanding and employs appropriate academic language. Instruction evidences differentiation of the use of academic language to foster strong understanding of academic language for the English Language Learners. |
| 3. Communicates high standards and expectations when extending and completing the lesson. |  |  |  |
| 1. Assigns homework or practice that furthers student learning and checks it. | Homework or practice is not assigned or is irrelevant to content being studied. | Homework or practice is present and somewhat furthers student understanding of the content. Homework or practice is assessed. | Homework or practice is present and is clearly aligned to aid student understanding of the content. Homework or practice is assessed to facilitate student learning. |
| 1. Provides regular and frequent feedback to students on their progress. | Feedback to students on their academic progress is lacking or not apparent. | Regular and frequent feedback is not consistent. The quality of feedback could be more clearly given to aid students’ progress. | Feedback is provided in a regular, consistent and timely manner. Areas of need are discussed. |
| 1. Provides many and varied opportunities for students to achieve competence. | Feedback does not allow students to achieve competence. | Some feedback is provided to contribute to students’ ability to achieve competence. | Varied learning opportunities are provided to aid students in achieving competence. Quality of feedback contributes to student progress and allows student and teacher to create learning goals. |
| 4. Communicates high standards and expectations when evaluating student learning. |  |  |  |
| 1. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. | Assessment measures do not support appropriate student achievement. | Some formal and informal assessments are used to measure student achievement. The results are used minimally to modify instruction to further individual student growth. | A variety of formal and informal assessments are used to measure student achievement. The results are used to modify and differentiate instruction to further individual student growth. |
| 1. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel. | Student records are not representative of student achievement making sharing of evaluation data inaccurate. | Evaluation of student work is recorded accurately but not analyzed individually. The results are shared with students, parents or guardians and school personnel. | Evaluation of student work is recorded accurately. Progress monitoring is employed to ensure student growth. The results are shared with sensitivity to students, parents or guardians and school personnel. |
| Standard C – Manages Classroom Climate and Operation | | | |
| 1. Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance. | Rapport with students average to poor; loses patience easily; has difficulty staying positive with students; environment more negative than affirming. | Rapport with students is average to good; patient most of the time; is positive with the students most of the time; environment generally positive and affirming. | Rapport with students very good; almost never loses patience; is positive with the students the majority of the time; environment positive and affirming. |
| 2. Creates a physical environment appropriate to a range of learning activities. | Classroom is unsafe and unsuitable for lesson activities; physical resources are not utilized or used poorly; learning is not accessible to students. | Classroom is safe and suitable for lesson but with limited effectiveness; some physical resources are used, but not always effectively; essential learning is accessible to all students. | Classroom is safe and the arrangement of it is a resource for learning activities; most, if not all, physical resources are utilized, and the majority of the time they are used effectively; learning is equally accessible to all students. |
| 3. Maintains appropriate standards of behavior, mutual respect, and safety. | Student behavior is not monitored; unaware of what students are doing; interactions with students are negative, demeaning, or sarcastic; students exhibit disrespect for teacher. | Generally aware of student behavior but may miss the activities of some students; interactions with students are generally appropriate; but reflect occasional inconsistencies, favoritism, or disregard for students’ cultures; students exhibit minimal respect for teacher. | Alert to student behavior at all times; interactions with students are generally friendly and demonstrate general warmth, caring and respect; students exhibit respect for teacher. |
| 4 Manages classroom routines and procedures without loss of significant instructional time. | Much time is lost during transitions; materials, supplies and equipment are handled inefficiently resulting in loss of instructional time. | Transitions are sporadically efficient resulting in loss of some instructional time; routines, procedures for handling materials, supplies and equipment function moderately well. | Transitions occur smoothly with little loss of instructional time; routines, procedures for handling materials, supplies and equipment occur smoothly with little loss of instructional time. |
| Standard D – Promotes Equity | | | |
| 1. Encourages all students to believe that effort is a key to achievement. | Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement; all students receive the same delivery of instruction and assignments regardless of differences. | Instructional goals and activities, interactions, and the classroom environment convey consistent expectations for student achievement; awareness of the need for adaptations exists in time allowed, response modes and occasionally accommodates these needs for different learners. | Instructional goals and activities, interactions and the classroom environment convey high expectations for all students for student achievement; lesson plans take into account the needs of various learners with appropriate adaptations being a routine part of planning and delivery. |
| 2. Works to promote high achievement in all students. | Does not show effort to promote high achievement in all students. | There is evidence in lessons and teaching that some attempt is being made to promote high achievement in all students. | Differentiation is apparent in lessons to meet the lower and higher ranges in the classroom. Instructional activities show a concerted effort to promote high achievement in all students. |
| **3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.** | Little attention is given to multiple perspectives. Content is presented without discussion of its relationship to real experience, other disciplines or cultural norms. Individual differences are ignored; goals are not suitable for many students in the class. | Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class; a general goal is established with little attention to diverse needs of students. | Discussion of multiple perspectives in subject matter is routine and includes attention to students’ personal, family, and community experiences. Individual differences are respected; modifies goals for the diverse range of students and their needs. |
| 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions, and to see themselves as members of a local, state, national, and international civic community. | Little attention to given to understanding American culture, its ideals and founding principles; no sense of belonging to a community is established for students in the classroom. | Some attention is given to helping students understand American culture, its founding principles and ideals; attempts are made to develop community in the classroom with minimal success, students demonstrate basic understanding of being members of a local, state, and national civic community. | Presents complete and accurate information about American civic culture, its founding principles and ideals; students demonstrate their understanding of being members of a local, state, and national civic community by building a classroom community with the teacher being the facilitator of the process. |
| **5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.** | No evidence of collaborating with families or considering students’ language and culture to support student learning. | Evidence shows some collaboration with families. One or two strategies that differentiate for language and culture are implemented to support student learning as home and school. | Evidence shows strong collaboration with families, through newsletters, media and meetings. A multitude of strategies are used to support student learning development at home and at school. |
| Standard E – Meets Professional Responsibilities | | | |
| 1. Understands his/her legal and moral responsibilities. | Has no knowledge or understanding of the moral and legal responsibilities of teaching. | Has basic knowledge and understanding of the moral and legal responsibilities of teaching. | Has a clear understanding of the moral and legal responsibilities of teaching and can apply them in a limited manner. |
| 2. Conveys knowledge of and enthusiasm for his/her academic discipline to students. | Shows little if any enthusiasm for his/her academic discipline; misconceptions about the content are evident. | Has limited enthusiasm for the academic discipline; an incomplete understanding of the important concepts and generalizations of the discipline; some misconceptions are evident. | Shows enthusiasm for the academic discipline and displays a complete and accurate understanding of the important concepts and generalizations of the academic discipline. |
| 3. Maintains interest in current theory, research and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice. | Engages in no professional development activities to enhance knowledge or skill. | Participates in professional activities to a limited extent when they are convenient. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. |
| 4. Collaborates with colleagues to improve instruction, assessment, and student achievement. | Relationships with colleagues are negative or self-serving; Does not know if a lesson was effective and/or has no suggestions for how instruction, assessment and student achievement can be improved. | Maintains cordial relationships with colleagues to fulfill the duties that the school or district requires; has a generally accurate impression of a lesson’s effectiveness and can make general suggestions on how to improve instruction, assessment, and student achievement. | Support and cooperation characterize relationships with colleagues; makes an accurate assessment of a lesson’s effectiveness and makes a few specific suggestions on how instruction, assessment and student achievement can be improved. |
| 5. Works actively to involve parent in their child’s academic activities and performance, and communicates clearly with them. | Provides minimal academic information to parents and does not respond or responds insensitively to parent concerns about students. | Adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal. | Communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns. Response to parent concerns is handled with great sensitivity. |
| 6. Reflects critically upon his/her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth. | Engages in no professional development activities to enhance knowledge or skill; does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson. Perceptions are often inaccurate; has no suggestions for how a lesson may be improved. | Participates in professional activities to a limited extent when they are convenient; has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met; makes general suggestions about how a lesson may be improved. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skills; makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment; makes a few specific suggestions of what he/she may try another time, but may not be able to anticipate outcomes. |
| 7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources. | Has little or no knowledge of legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources. | Has a working knowledge of the legal and ethical issues as they apply to responsible use of the Internet and other resources and applies that knowledge at a basic level in a classroom. | Has a clear understanding of the legal and ethical issues as they apply to the use of the Internet and other resources and is able to implement classroom policies to operate within the guidelines. |