**Rubric 4: ENGAING STUDENTS IN LEARNING**

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| **How does the candidate actively engage students in building their own understandings of strategies to understand and interpret a complex text?** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Comments** |
| * Students are passive or inattentive while candidate directs discussions, tasks, or activities. | * Students are participating in discussions, tasks, or activities focusing solely on literal comprehension of text without developing interpretive skills. | * Students are intellectually engaged in discussions, tasks or activities that develop their abilities to construct meaning from and interpret a complex text. | * Students are intellectually engaged in discussions, tasks or activities that develop their abilities to construct meaning from and interpret a complex text through both teacher-student and student-student interaction. |  |
| * The is little evidence that the Candidate attends to students’ prior learning and experience | * Candidate attempts to link new content to students’ prior learning and experience, but the links have little relationship to the text or cause student confusion. | * Candidate links new content to students prior learning and experience as well as to the text. | * Candidate makes links between content and students; prior learning and experience in ways that support understanding of strategies to comprehend and interpret a complex text. |  |
| * Student misbehavior or candidate’s disrespect for one or more students severely limits students’ engagement in learning. |  |  |  |  |

**Rubric 5: Deeping Students Learning**

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| **How does the candidate elicit and monitor students’ responses to deepen their abilities to understand and interpret a complex text?** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Comments** |
| * Candidate talks and students provide few responses | * Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect. | * Candidate elicits student responses related to constructing meaning from and interpreting text. | * Candidate elicits and builds on students’ constructions of meaning to develop their abilities to interpret text. |  |
| * Candidate stays focused on literal comprehension of the text with no attention to strategies to construct meaning or to interpret complex text. | * Candidate makes vague or superficial use of textual references to help students construct meaning from and interpret complex text. | * Candidate uses textual references in ways that help students understand strategies to construct meaning from and interpret complex text. | * Candidate uses strategically chosen textual references in ways that deepen student understanding of strategies to construct meaning from and interpret complex text. |  |