**Instructional Planning and Assessment Rubrics**

This quarter we will continue to work on alignment issues in all lesson planning that we do. Therefore, all lessons you teach this quarter (Seminar Facilitation, History TOT, Content Literacy) will be assessed with the following rubrics. These rubric descriptors are parts taken from the Field tests of the Teacher Performance Assessment (TPA), which you will be evaluated on and need to pass in order to gain certification from the state. Our intent is to get you used to and familiar with the state performance criteria. We will be using these parts of the rubrics as well as other parts for your Micro Teaching.

The following is a list of the rubric parts we will use:

For Seminar Facilitation:

* Alignment
* Assessments
* Assessment Criteria

For History TOT:

* Alignment
* Assessments
* Assessment Criteria
* Feedback

For Content Literacy:

* Alignment
* Assessments
* Assessment Criteria
* Academic English

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **ALIGNMENT** | | | | |
| Standards, objectives, learning tasks, and materials are **not aligned with each other.** | Standards, objectives, learning tasks, and materials are **loosely or inconsistently aligned with each other.** | Standards, objectives, learning tasks, and materials are **consistently aligned with each other and with the central focus for the learning segment.** | Standards, objectives, learning tasks, and materials are consistently aligned with the central focus. **Learning objectives clearly define measureable outcomes for student learning.** | Standards, objectives, learning tasks, and materials are consistently aligned with the central focus. Learning objectives clearly define measureable outcomes for student learning. |
| **ASSESSMENTS** |  |  |  |  |
| The set of assessments are **not aligned to the standards and learning objectives and will provide little or no evidence** of student’s abilities. | The set of assessments are **loosely aligned to the standards and learning objectives and provide limited evidence** of student’s abilities. | The set of assessments are **aligned to the standards and learning objectives and provide evidence for monitoring** student’s abilities. | The set of assessments are **aligned to the standards and learning objectives and provide multiple forms of evidence for monitoring** student’s progress. | The set of assessments **are strategically designed to provide multiple forms of evidence for monitoring student progress.** |
| **ASSESSMENT CRITERIA** | | | | |
| Criteria are not aligned with the identified standards/objectives. | Criteria are generally aligned with the identified standards/objectives. | Criteria are clearly aligned with the identified standards/objectives. | Criteria are clearly aligned with the identified standards/objectives. Criteria indicate qualitative differences in student performance. | X |
| **FEEDBACK** |  |  |  |  |
| Feedback is unrelated to the learning objectives. | Feedback focuses solely on identifying errors aligned with the learning objectives. | Feedback accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives. | Feedback is clear, specific, and accurate; helps the student understand what s/he did well, and provides guidance for improvement. | X |

**ACADEMIC ENGLISH**

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| **Rubric 10: Understanding Students’ Language Development and Associated Language Demands** | | | | |
| Candidate’s description of students’ academic language development is limited to what they CANNOT do. | Candidate’s description of students’ academic language development is primarily focused on needs. | Candidate’s description of students’ academic language development identifies strengths and needs. | Candidate’s description of students’ academic language development identifies strengths and needs and highlights individual or group differences. | Candidate’s description of students’ academic language development identifies strengths and needs that individual students or groups with similar needs can build upon. |
| Vocabulary or other identified language demands are only vaguely related to the academic purposes. | Candidate identified unfamiliar vocabulary in the learning segment without considering other language demands or purposes (functions/forms or symbols) | Candidate identifies vocabulary as well as language demands (functions/forms or symbols) that are central to the learning segment and appropriate to most students’ language development. | Candidate justifies why the selected language demand (functions/forms or symbols) and vocabulary are central to the learning segment and appropriate to most students’ language development. | Candidate justifies why the selected language demand (functions/forms or symbols) and vocabulary are central to the learning segment and to students’ varied levels of language development. |
| **Rubric 11: Scaffolding Students’ Academic Language and Deepening Content Learning** | | | | |
| Language and/or content is oversimplified to the point of limiting student access to the core content. | Candidate provides limited support for students to meet the selected language demand. | Candidate provides support so students can use language associated with the selected language demand necessary to engage in academic tasks. | Candidate provides explicit models and opportunities for practice so students can use language (associated with the language demand) to express and demonstrate content understandings. | Candidate provides explicit models, opportunities for practice, and feedback so students can use language (associated with the language demand) to express, develop, and demonstrate content understandings. |