Student Teaching Rubric Part 2 (English Education)

by IUP Admin2

Student Teaching Rubric Part 2 (English Education)

Planning Literature and Reading Instruction in ELA

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Planning of standards-based, coherent, relevant learning experiences utilizing a range of texts (across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that meet the needs of all learners NCTE-CAEP.III.1	Candidates use extensive knowledge of theory, research, best practice, and understanding of state ELA standards and clearly articulated objectives to plan relevant, coherent , and motivating learning experiences in reading and the study of literature that meet the needs of diverse learners through the use of a variety of texts.	Candidates use knowledge of theory, research, best practice, and understanding of state ELA standards and objectives to plan relevant, coherent, and motivating learning experiences in reading and the study of literature that meet the needs of diverse learners through the use of different texts.	Candidates use some knowledge of theory, research and best practice and understanding of state ELA standards and objectives to plan learning experiences in reading and the study of literature that meet the needs of diverse learners through the use of texts that represent some variety.	Candidates use minimal, if any, knowledge of theory, research and best practice with incomplete understanding of state ELA standards and objectives to plan learning experiences in reading and the study of literature. Diverse learners' needs may not be met; little variety of texts utilized.	
Design of authentic assessments (formal and informal, formative and summative) of reading and the study of literature that demonstrates understanding	Candidates design formal, informal, formative, and summative assessments of reading and the study of literature that are authentic and that demonstrate an understanding of students' development as learners and that address a variety of abilities, including interpretive, critical, and	Candidates design a variety of assessments of reading and the study of literature that are authentic and that indicate understanding of students' development as learners and that address different abilities, including interpretive, critical, and evaluative in reading,	Candidates design formal and summative assessments of reading and the study of literature that indicate some understanding of students' development as learners and that may address different abilities in reading, writing, speaking, and listening.	Candidates design assessments of reading and the study of literature that do not indicate sufficient understanding of students' development as learners and that do not adequately address different abilities in the ELA.	

of learner development and address interpretive, critical, and evaluative abilities NCTE-CAEP.III.2	evaluative in reading, writing, speaking, listening, viewing, and presenting.	writing, speaking, and listening.			
Planning of standards-based, coherent, relevant learning experiences that reflect knowledge of theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies NCTE-CAEP.III.3	Candidates' planning consistently indicates understanding of state ELA standards and ability to design coherent and relevant learning experiences grounded in current theory and research about the teaching and learning of reading and that integrate individual and collaborative approaches and a variety of reading strategies.	Candidates' planning generally indicates understanding of state ELA standards and ability to design coherent and relevant learning experiences grounded in current theory and research about the teaching and learning of reading with some attention directed to individual and collaborative approaches and different reading strategies.	Candidates' planning indicates understanding of state ELA standards and ability to design generally coherent and relevant learning experiences grounded in current theory and research about the teaching and learning of reading. Minimal attention directed to integrating both individual and collaborative approaches and to different reading strategies.	Candidates' planning indicates inadequate understanding of state ELA standards and ability to design coherent and relevant learning experiences grounded in current research and theory about the teaching and learning of reading. No attempts to integrate different approaches and different reading strategies.	
Design or selection of appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes NCTE-CAEP.III.4	Candidates design or knowledgeably select a variety of appropriate and valid assessments to generate data about student interests, reading proficiencies, and reading processes that can inform instruction.	Candidates design or knowledgeably select appropriate and valid assessments to generate data about student interests, reading proficiencies, and reading processes that can inform instruction.	Candidates work toward designing or selecting appropriate and valid assessments that may generate data about student interests, reading proficiencies, and reading processes to inform instruction.	Candidates design or select assessments that do not provide a variety of data and/or provide only data indicating reading proficiency.	
Instructional planning that	Candidates plan instruction that	Candidates plan instruction that	Candidates plan instruction that	Candidates' planning does not sufficiently	

incorporates knowledge of language (structure, history, conventions) to facilitate students' comprehension and interpretation of print/non-print texts NCTE-CAEP.III.5	incorporates knowledge of language—structure, history, and conventions—in a relevant and engaging manner to facilitate students' understanding and interpretation of print and non-print texts.	incorporates knowledge of language—structure, history, and conventions—to facilitate students' understanding and interpretation of print and non-print texts.	incorporates knowledge of language conventions to facilitate students' understanding and interpretation of print and non-print texts.	incorporate knowledge of language to facilitate students' understanding and interpretation of both print and non-print texts.	
Instructional planning reflects curriculum integration and interdisciplinary teaching methods and materials NCTE-CAEP.III.6	Candidates' instructional planning demonstrates understanding of how to integrate curriculum in theoretically sound and creative ways and ability to effectively incorporate interdisciplinary teaching methods and materials to facilitate students' reading comprehension, productive engagement in the study of literature, and understanding of how disciplines are linked to foster deeper understanding of content.	Candidates' instructional planning demonstrates understanding of how to integrate curriculum and ability to incorporate interdisciplinary teaching methods and materials to facilitate students' reading comprehension and productive engagement in the study of literature	Candidates' instructional planning demonstrates understanding of how to integrate curriculum and ability to incorporate some interdisciplinary teaching methods and/or materials to facilitate students' reading comprehension and productive engagement in the study of literature	Candidates' instructional planning indicates inadequate understanding of how to integrate curriculum with little, if any, efforts to incorporate interdisciplinary teaching methods and/or materials to facilitate students' reading comprehension and engagement in the study of literature	

Planning Composition Instruction in ELA

	Distringuished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Planning of standards-based, coherent, relevant composing experiences (oral, written, visual) indicates understanding	Candidates use extensive knowledge of theory, research, and best practice and understanding of state ELA standards and clearly articulated objectives to plan relevant, coherent, and motivating composing experiences (including oral, written, visual) that	Candidates use knowledge of theory, research, and best practice and understanding of state ELA standards and clearly articulated objectives to plan relevant, coherent, and motivating composing experiences that utilize individual and	Candidates use knowledge of theory, research, and best practice and understanding of state ELA standards and objectives to plan composing experiences that utilize individual and collaborative approaches and contemporary	Candidates use minimal knowledge of theory, research, and best practice and inadequate understanding of state ELA standards and objectives to plan composing experiences. Insufficient effort directed toward utilizing both individual and	

of theory, research, and practice. Individual and collaborative approaches and contemporary technologies used; understanding of writing processes and strategies in different genres indicated NCTE-CAEP.IV.1	utilize individual and collaborative approaches and contemporary technologies and that reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	collaborative approaches and contemporary technologies and that reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	technologies that reflect some understanding writing processes and strategies in different genres for a variety of purposes and audiences.	collaborative approaches and contemporary technologies. Inadequate or incomplete understanding of writing processes and strategies in different genres for a variety of purposes and audiences demonstrated.	
Designs of assessments of writing promote students' development as writers and are appropriate and consistent with current research and theory. Response to student drafts and finished pieces encourages students' growth as writers over time. NCTE-CAEP.IV.2	Candidates design formative and summative assessments of writing that provide information about students' progress and promote students' development as writers. All assessments are grounded in current research and theory. Candidates respond appropriately to drafts and to finished pieces to encourage students' growth as writers over time.	Candidates design assessments of writing that provide information about students' progress with some attention to promoting students' development as writers. Assessments are grounded in current research and theory. Candidates respond to drafts and finished pieces to encourage students' growth as writers over time.	Candidates design assessments of writing that provide information about students' progress with some attention to promoting students' development as writers. Assessments may not reflect current research and theory about assessment of student writing. Candidates respond to drafts and finished pieces in ways that may not encourage students' growth as writer over time.	Candidates design assessments of writing that do not provide valid information about student progress. Assessments do not promote students' development as writers, as they do not reflect current research and theory about assessment of student writing. Candidates may not respond to both drafts and finished pieces or response does not encourage students' growth as writers over time.	
Design of instruction in conventions relates to the strategic use of language	Candidates design instruction about the strategic use of language conventions within their teaching of writing, utilizing students' own	Candidates design instruction about the use of language conventions within their teaching of writing, utilizing students' own writing to provide a	Candidates design instruction about the use of language conventions that is not consistently linked to students' own writing.	Candidates' design of instruction about language conventions does not provide a meaningful context for learning, as it	

conventions in the context of students' writing. NCTE-CAEP.IV.3	writing to provide a meaningful context for learning.	meaningful context for learning.		is not connected to students' own writing.	
Instructional design incorporates students' home and community languages to enable them to develop control over rhetorical choices and language practices. NCTE-CAEP.IV.4	Candidates plan instruction that incorporates students' home and community languages to help them develop skillful and informed control over rhetorical choices and language practices that distinguish across multiple audiences and purposes.	Candidates plan instruction that incorporates some aspects of students' home and community languages to help them develop control over rhetorical choices and language practices for a variety of audiences and purposes.	Candidates plan instruction that offers students minimal opportunity to develop control over rhetorical choices and language practices for a variety of audiences and purposes through the incorporation of their home and community languages.	Candidates fail to plan instruction that offers students opportunity to develop control over rhetorical choices and language practices for a variety of audiences and purposes through the incorporation of their home and community languages.	

Learners and Learning: Implementing ELA Instruction

	Distringuished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Instruction shows understanding of ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistics and cultural backgrounds. NCTE-CAEP.V.1	Candidates plan and implement instruction that demonstrates consistent and clear understanding of ELA curricular requirements and state ELA standards and that is also informed by knowledge of school and community contexts and students' linguistic and cultural backgrounds.	Candidates plan and implement instruction that demonstrates understanding of ELA curricular requirements and state ELA standards and is informed to some degree by knowledge of school and community contexts and students' linguistic and cultural backgrounds.	Candidates plan and implement instruction that demonstrates minimal understanding of ELA curricular requirements and/or state ELA standards. Planning and implementation of lessons are not adequately informed by knowledge of school and community contexts and/or students' linguistic and cultural backgrounds.	Candidates plan and implement instruction that demonstrates incomplete or inadequate understanding of ELA curricular requirements and/or state ELA standards. Knowledge of school and community contexts and students' linguistic and cultural backgrounds does not inform planning or instruction.	
Creation of inclusive learning	Candidates create and work to maintain inclusive learning environments as	Candidates create and devote some attention to maintaining inclusive	Candidates attempt to create inclusive learning environments through	Candidates' attempts to create inclusive learning environments are not	

environments uses data about students' individual differences, identities, and funds of knowledge for literacy learning that contextualize curriculum and instruction and provides for students' participation in their own learning in ELA. NCTE-CAEP.V.2	a result of efforts to generate and understand data about students' individual differences, identities, and funds of knowledge for literacy learning in order to contextualize curriculum and instruction and to provide opportunity for students' participation in their own learning.	learning environments as a result of efforts to generate and understand data about students' individual differences, identities, and funds of knowledge for literacy learning in order to contextualize curriculum and instruction and to provide opportunity for students' participation in their own learning.	efforts to learn about students' individual differences, identities, and funds of knowledge for literacy learning. Some attempts are made to contextualize curriculum and instruction and to provide opportunity for students' participation in their own learning.	informed by efforts to learn about students' individual differences, identities, and funds of knowledge for literacy learning, or candidates make no attempts to create inclusive learning environments to contextual curriculum. Little, if any, opportunity is provided for students to participate in their own learning.	
Differentiated instruction is based on students' self-assessments and formal and informal assessments; candidates communicate with students about performance in ways that involve them in their own learning. NCTE-CAEP.V.3	Candidates consistently and knowledgeably use students' self-assessments along with formal and informal assessments (both formative and summative) of learning in ELA to differentiate instruction; candidates communicate with students about their progress and performance in a variety of ways that are designed to facilitate active participation in their own learning.	Candidates use students' self-assessments along with formal and informal formative (both formative and summative) assessments of learning in ELA to differentiate instruction; candidates communicate with students about their progress and performance in ways that encourage active participation in their own learning.	Candidates use formal and informal assessments of their students' learning in ELA to differentiate instruction; candidates' communication with students about their progress and performance may provide some opportunity for participation in their own learning.	Candidates' use of formal and informal assessments of learning in ELA does not inform differentiation of instruction; candidates do not communicate with students about their progress and performance in ways that encourage participation in their own learning.	
Selection, creation, and use of a variety of instructional strategies and teaching resources	Candidates knowledgeably select, create, and use a variety of instructional strategies and teaching resources that are informed by research and theory about student learning in ELA	Candidates select, create, and use a variety of instructional strategies and teaching resources that are informed by research and theory about student learning in ELA and that include	Candidates select, create, and use a variety of instructional strategies and teaching resources that are informed by research and theory about student learning in ELA with some attempts to	Candidates select, create, and use on a few instructional strategies and teaching resources with limited understanding of research and theory about student learning in ELA demonstrated. Few, if	

(including contemporary technologies and digital media) NCTE-CAEP.V.4	and that include the judicious and effective integration of contemporary technologies and digital media.	contemporary technologies and digital media.	include contemporary technologies and digital media.	any, attempts to integrate contemporary technologies or digital media.	

Professional Knowledge and Skills

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Planning and implementation of instruction promote social justice and critical engagement with issues related to maintaining a diverse, inclusive, and equitable society. NCTE-CAEP.VI.1	Candidates plan and implement ELA and literacy instruction that invites students to critically engage in complex issues related to the challenges of maintaining a diverse, inclusive, and equitable society to promote an understanding of social justice.	Candidates plan and implement ELA and literacy instruction that invites students to reflect on complex issues related to the challenges of maintaining a diverse, inclusive, and equitable society to promote an understanding of social justice.	Candidates plan and implement ELA and literacy instruction that invites students to reflect on complex issues related to the challenges of maintaining a diverse, inclusive, and equitable society to promote an understanding of social justice.	Candidates plan and implement ELA and literacy instruction that provides little, if any, opportunity for students to reflect on issues related to the challenges of maintaining a diverse, inclusive, and equitable society to promote an understanding of social justice.	

Instructional planning is responsive to students' local, national and international histories, individual identities, and language/dialec as they affect students' opportunity to learn in ELA. NCTE-CAEP.VI.2	Candidates demonstrate knowledge of theories and research to plan instruction that is consistently responsive to students' local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunity to learn in ELA.	Candidates demonstrate knowledge of theories and research to plan instruction that is generally responsive to students' local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunity to learn in ELA.	Candidates demonstrate some understanding of theories and research to plan instruction that is somewhat responsive to students' local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunity to learn in ELA.	Candidates demonstrate little or incomplete understandings of theories and research to plan instruction that is responsive to students' local, national and international histories, individual identities (including race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment) and language/dialects as they affect students' opportunity to learn in ELA.	

Professional Knowledge and Skills

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
Modeling of literate and ethical practices in ELA teaching; engage in/reflect on a variety of experiences related to ELA NCTE-CAEP.VII.1	Candidates consistently and thoughtfully model literate and ethical practices in ELA teaching (e.g. modeling reading/writing processes, how to conduct research ethically, how to engage in civil discourse) and they engage in and reflect on a variety of experiences related to ELA in order to develop their professional knowledge and skills.	Candidates model literate and ethical practices in ELA teaching, and they engage in and reflect on a variety of experiences related to ELA in order to develop their professional knowledge and skills.	Candidates generally model literate and ethical practices in ELA teaching, and they engage in and reflect some experiences related to ELA that may help with the development of professional knowledge and skills.	Candidates may not consistently model literate and ethical practices in ELA teaching and/or they may not engage in/reflect on experiences related to ELA.	
Engagement in and reflection on a variety of experiences related to ELA that	Candidates actively seek, engage in, and reflect on a variety of experiences related to ELA that demonstrate their understanding of and readiness for leadership,	Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate their understanding of and readiness for leadership, collaboration, ongoing	Candidates engage in and reflect on some experiences related to ELA that demonstrate their understanding of and readiness for leadership, collaboration, ongoing	Candidates engage in a small number of experiences related to ELA that demonstrate their understanding of and readiness for leadership, collaboration, ongoing	

demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement NCTE-CAEP.VII.2	collaboration, ongoing professional development, and community engagement.	professional development, and community engagement	professional development, and community engagement	professional development, and community engagement.	

Standards

NCTE-CAEP.III.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

NCTE-CAEP.III.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

NCTE-CAEP.III.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

NCTE-CAEP.III.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

NCTE-CAEP.III.5 Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

NCTE-CAEP.III.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

NCTE-CAEP.IV.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

NCTE-CAEP.IV.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

NCTE-CAEP.IV.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

NCTE-CAEP.IV.4 Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

NCTE-CAEP.V.1 Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

NCTE-CAEP.V.2 Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

NCTE-CAEP.V.3 Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

NCTE-CAEP.V.4 Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

NCTE-CAEP.VI.1 Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

NCTE-CAEP.VI.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

NCTE-CAEP.VII.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

NCTE-CAEP.VII.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

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