Final Student Teaching Rubric Part 2 (Social Studies Education Rubric) Rev. 2023

by IUP Admin2

Assessment

Standards

InTASC-2017.1	Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
InTASC-2017.10	Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
InTASC-2017.2	Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
InTASC-2017.3	Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
InTASC-2017.4	Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
InTASC-2017.5	Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
InTASC-2017.6	Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
InTASC-2017.7	Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC-2017.8 Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC-2017.9 Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

NCSS-2017.1.a Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

NCSS-2017.1.b Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences

NCSS-2017.1.c Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

NCSS-2017.2.a Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

NCSS-2017.2.b Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

NCSS-2017.2.c Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

NCSS-2017.2.d Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

NCSS-2017.2.e Candidates plan learning sequences that use technology to foster civic competence.

NCSS-2017.3.a Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards

NCSS-2017.3.b Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards

NCSS-2017.3.c Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

NCSS-2017.3.d Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.

NCSS-2017.3.e Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.

NCSS-2017.4.a Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

NCSS-2017.4.b Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

NCSS-2017.4.c Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society

NCSS-2017.5.a Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

NCSS-2017.5.b Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

NCSS-2017.5.c Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

Social Studies Rubric for EDUC 441: Student Teaching

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess/ Did Not Complete** (0.000 pt)
Content Knowledge (1.000, 5.3%) InTASC-2017.4 NCSS-2017.1.a	Candidates demonstrate an exceptional level of knowledge of the concepts, facts, and tools within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an adequate level of knowledge of the concepts, facts, and tools, within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an adequate level of knowledge of the concepts, facts, and tools within and among most, but not all, of the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate a basic level of knowledge of the concepts, facts, and tools within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	

Content Knowledge (1.000, 5.3%) InTASC-2017.4 NCSS-2017.1.b	Candidates demonstrate an exceptional level of knowledge of disciplinary inquiry within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an adequate level of knowledge of disciplinary inquiry within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an adequate level of knowledge of disciplinary inquiry within and among most, but not all, of the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	basic knowledge of disciplinary inquiry within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	
Content Knowledge (1.000, 5.3%) InTASC-2017.4 NCSS-2017.1.c	Candidates demonstrate an exceptional level of knowledge of disciplinary forms of representation within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an adequate level of knowledge of disciplinary forms of representation within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate an adequate level of knowledge of disciplinary forms of representation within and among most, but not all, of the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	Candidates demonstrate a basic knowledge of disciplinary forms of representation within and among the social studies disciplines of civics, economics, geography, history, and the social/behavioral sciences.	
Alignment with Standards (1.000, 5.3%) InTASC-2017.5 InTASC-2017.7 NCSS-2017.2.a	Candidates plan earning sequences that demonstrate an explicit and specific alignment with the C3 Framework; essential questions and behavioral objectives are specifically aligned with PA state standards for Social Studies, as well as PA Core Standards for reading & writing in History and Social Studies.	Candidates plan learning sequences that demonstrate general alignment with the C3 Framework; essential questions and behavioral objectives are generallyaligned with PA state standards for Social Studies, as well as PA Core Standards for reading & writing in History and Social Studies.	Candidates plan learning sequences that reflect minimum evidence of the C3 inquiry arc; behavioral objectives overlook PA Core standards for reading and writing in History and the Social Studies.	Candidates plan learning sequences that reflect little attention to inquiry learning.	
Application of Content & Planning (1.000, 5.3%) InTASC-2017.5	Candidates plan learning sequences that engage learners with Social Studies disciplinary concepts, facts, and tools to	Candidates plan learning sequences that engage learners with Social Studies disciplinary concepts, facts, and tools that enable learners to	Candidates plan learning sequences that focus primarily on transmitting factual knowledge although there are occasional errors in	Candidates plan learning sequences that include disciplinary concepts, facts, but may not include disciplinary tools. There are factual inaccuracies.	

InTASC-2017.7 NCSS-2017.2.b	foster everyday literacies, disciplinary literacies, and inquiry literacies. Planned lessons specifically and generally relate to the discipline's real-world context, the development of discipline-specific skills, and the creation of discipline-specific inquiry.	understand the world around them. Learning sequences include both factual and conceptual knowledge, include some effort to make interdisciplinary connections, as well as an effort to help learners connect with the discipline's larger real world context.	disciplinary concepts and facts; less effort is made to help learners make interdisciplinary connections and/or connections.		
Application of Content & Planning (1.000, 5.3%) InTASC-2017.5 InTASC-2017.7 NCSS-2017.2.c	Candidates plan learning sequences that engage learners in disciplinespecific inquiry that enable students to investigate issues in the world around them. Learning sequences allow learners to explore complex interconnections such as multiple causation and consequences, and to evaluate evidence and draw conclusions.	Candidates plan learning sequences that engage learners in disciplinespecific inquiry that enable learners to seek answers to questions about the world around them. Learning sequences allow learners to base conclusions on evidence, and to perceive interconnections such as multiple causation and consequences.	Candidates plan learning sequences that engage learners minimally in basic discipline-specific inquiry.	Candidates plan learning sequences that may include some superficial inquiry, but do not engage learners in meaningful disciplinespecific inquiry.	
Application of Content & Planning – Planning to Measure Learning (1.000, 5.3%) InTASC-2017.5 InTASC-2017.7 NCSS-2017.2.d	Candidates plan learning sequences that provide learners with opportunities to create disciplinaryspecific products that are the result of disciplinaryspecific inquiry designed to engage learners in gaining a greater appreciation of social, political and cultural contexts, the importance of engagement, and the ideal of an inclusive, just and equitable society.	Candidates plan learning sequences that provide learners with opportunities to create disciplinaryspecific products that communicate the results of disciplinary inquiry that develops social studies content knowledge and skills.	Candidates plan learning sequences that provide learners with opportunities to create basic disciplinary forms of representation that communicate the results of superficial disciplinary inquiry.	Candidates plan learning sequences that require learners to create products that superficially demonstrate their learning.	

Use of Technology (1.000, 5.3%) NCSS-2017.2.e	Candidates plan learning sequences that use a variety of technology relevant to the Social Studies discipline(s) to examine discipline-specific questions about significant issues that can prepare learners for civic citizenship.	Candidates plan learning sequences that use technology to to help learners develop knowledge and skills that can prepare them for civic citizenship.	Candidates plan learning sequences that use technology to find answers to basic questions.	Candidates plan learning sequences that do not use technology even when it is appropriate.	
Assessment Strategies (1.000, 5.3%) InTASC-2017.6 NCSS-2017.3.a	Candidates design a range of authentic assessments, aligned with state-required content standard, that allow learners to demonstrate their knowledge and the results of their disciplinary-specific inquiry, with the understanding that such learning outcomes can foster competence in civic life.	Candidates design some meaningful authentic assessments that allow learners to demonstrate their knowledge and the results of their disciplinary-specific inquiry, with the understanding that such learning outcomes can foster competence in civic life.	Candidates design a limited number of authentic assessments, generally aligned with state-required content standards, that measure knowledge but do not always reflect learners' grasp of disciplinary concepts or their connections to the larger world around them.	Candidates design assessments that measure learning in a superficial way.	
Instructional Strategies (1.000, 5.3%) InTASC-2017.8 NCSS-2017.3.b	Candidates design well scaffolded learning sequences that allow learners to acquire knowledge and skills, engage in disciplinary inquiry, and create appropriate products to reflect that learning, with the understanding that such knowledge and skills are important in developing civic competence.	Candidates design scaffolded learning sequences that primarily allow learners to acquire knowledge and skills, engage in some disciplinary inquiry and create appropriate products to demonstrate their learning that can develop civic competence.	Candidates design coherent coherent learning sequences that engage learners in disciplinary knowledge but do not consistently engage them in disciplinary inquiry, and forms of representation.	Candidates design learning experiences that are not always coherent.	
Assessment and Instructional Strategies Informed by	Candidates use principles from theory and research to guide the choice of a variety of instructional	Candidates uses general concepts from theory and research to guide the choice of a variety of	Candidates implement instructional practices and assessments that reflect a tangential relationship with	Candidates implement instructional practices and assessments.	

Best Practices drawn from theory and research (1.000, 5.3%) InTASC-2017.6 InTASC-2017.8 NCSS-2017.3.c	practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation that can nurture learners' civic competence.	instructional practices and authentic assessments.	best practices drawn from theory and research.		
Data Literacy (1.000, 5.3%) NCSS-2017.3.d	Candidates collect, analyze, and interpret various types of data, including student-learning outcomes, and use these findings to further understand learners, shape instructional approach and choices related to disciplinary knowledge, inquiry, and forms of representation.	Candidates collect, analyze, and interpret various types of data, including student-learning outcomes, to help determine instructional decision-making.	Candidates collect, analyze, and interpret only cumulative assessment data to guide instructional decision-making.	Candidates collect student assessment data.	
Self-Assessment Practices (1.000, 5.3%) InTASC-2017.6 NCSS-2017.3.e NCSS-2017.4.a	Candidates engage learners in self-assessment practices that may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-evaluations related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.	Candidates engage learners in self-assessment practices that monitor and evaluate the quality of their thinking and behavior when learning.	Candidates engage learners in self-assessment primarily in the area of disciplinary knowledge.	Candidates utilize assessment practices in the classroom.	
Learner Development and Learning Differences (1.000, 5.3%) InTASC-2017.1 InTASC-2017.2	Candidates use knowledge of learners' sociocultural assets, learning demands, and individual identities to plan and implement pedagogy that is a) relevant to learners' personal, family, and community experiences that demonstrate rigorous expectations for all	Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is a) relevant to learners' personal, family, and community experiences. AND b) relevant to learners'	Candidates sporadically use knowledge of learners' social-cultural assets, learning demands, and individual identities to plan and implement pedagogy.	Candidates plan and implement pedagogy that acknowledges learners' socio-cultural assets, learning demands, and individual identities.	

	learners and the necessary scaffolding that ensures their success. AND b) relevant to learners' cognitive and emotional demands that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.	cognitive and emotional demands.			
Learning Environment (1.000, 5.3%) InTASC-2017.3 NCSS-2017.4.b	Candidates facilitate collaborative learning environments that foster a community of learners who engage with knowledge, practices, and forms of representation across social studies disciplines to become informed advocates for an inclusive and equitable society.	Candidates facilitate collaborative learning environments that feature knowledge, practices, and forms of representation across social studies disciplines to explore the requisites of civic life in an inclusive and equitable society.	Candidates facilitate collaborative learning environments.	Candidates direct learning environments that support teacher-dependent learning.	
Learner Development (1.000, 5.3%) InTASC-2017.1 NCSS-2017.4.c	Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusion and take/propose informed action that challenges the effects of injustice in school, community, or society.	Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions that identify potential opportunities for informed action.	Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues.	Candidates introduce social, political, and economic issues, but do not always facilitate learners' deliberation of such issues.	

Professional Learning and Ethical Practice (1.000, 5.3%) InTASC-2017.10 InTASC-2017.9 NCSS-2017.5.a	Candidates make explicit connections to principles of theory and research to continually improve social studies knowledge, inquiry skills, and civic dispositions to systematically adapt teaching practice to attend to the needs of each learner.	Candidates use theory and research to improve social studies knowledge, inquiry skills, and civic dispositions to modify teaching practices to meet the needs of learners.	Candidates engage in continuous development to improve social studies knowledge, inquiry skills, and civic dispositions to modify teaching practices.	Candidates takes minimum action to develop social studies knowledge, inquiry skills, and civic dispositions	
Leadership & Collaboration (1.000, 5.3%) InTASC-2017.10 NCSS-2017.5.b	Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.	Candidates explore and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and/or social justice.	Candidates explore and reflect upon their own cultural frames, but only makes a tangential effort.	Candidates recognize they have cultural frames.	
Leadership & Collaboration (1.000, 5.3%) InTASC-2017.10 NCSS-2017.5.c	Candidates use knowledge about issues of injustice to take informed action in schools and/or communities that challenges the effects of injustice on learners, the teaching profession, and/or the field of social studies.	Candidates are knowledgeable about issues of injustice and take informed action that models civic leadership in schools and/or communities.	Candidates are knowledgeable about issues of injustice and take informed action that models civic leadership in schools and/or communities.	Candidates are aware of issues that affect schools, communities, learners, teaching, and the field of social studies.	

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