Student-Teacher Assessment Rubrics

Beloit College
Revised Spring 2015

Levels of Performance

Distinguished

The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. *The student teacher has the potential to be an outstanding first-year teacher.*

Note: Student teachers in special education settings can achieve the Distinguished level of performance when they demonstrate exemplary practices.

Proficient

The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. *He/She demonstrates the likelihood of becoming an excellent teacher with experience and mentoring.*

Basic

The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development to be successful in the classroom.*

Unsatisfactory

The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area. *Teacher certification will not be granted at this level.*

Important Notes on Performance Levels:

MOST student teachers will perform at the Basic and Proficient levels. However, outstanding student teachers will perform at the Distinguished level.

The Distinguished level should be reserved for performance that is above and beyond basic requirements.

Students at the Unsatisfactory level in any area should receive intensive modeling and assistance until they achieve a Basic level of competence.

Standard 1: (*Subject Knowledge*) The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful to students.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Knowledge of Content	Makes content errors, does not correct errors of students or self, or lacks initiative to research content.	Displays basic content knowledge but cannot articulate connections with other parts of disciplines.	Displays solid content knowledge and makes connections between the content and other disciplines.	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding in the field.
Use of Interdisciplinary Approaches when Teaching Content (may connect to literature, writing, the arts, etc.)	Is unaware of interdisciplinary approaches to teaching and learning.	Displays limited awareness of interdisciplinary approaches to teaching and learning, and incorporates some of these strategies.	Is very aware of interdisciplinary approaches to teaching and learning, and regularly incorporates these strategies.	Incorporates interdisciplinary strategies on a regular basis and utilizes the knowledge/skills of colleagues and students to enhance learning.
Selects Content to Encourage Diverse Perspectives	Demonstrates little attention to multiple perspectives. Content is presented without discussion of ones relationship to real experience or other disciplines or cultural norms. Individual preferences are ignored.	Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class. Strives to include content that dispels stereotypes.	Routinely discusses multiple perspectives in subject matter and includes attention to students' personal, family, and community experiences. Individual differences are respected.	Strategically introduces resources and experiences that challenge the learner's beliefs and assumption about common understandings, thus creating an environment where critical thinking is a habit.

* Descriptions at the Distinguished level may not be appropriate for some settings.

Standard 2: (*Development*) The student teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Developmental Characteristics of Students	Displays minimal or no knowledge of develop-mental characteristics of age group, and/or uses inappropriate activities and assignments.	Designs some activities and assignments in a developmentally appropriate way.	Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical).	Learners are engaged activities to stimulate their thinking, test ideas/ materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions/ feelings, discussions, etc.).
Activates Prior Knowledge and Experiences	Displays little understanding of prerequisite knowledge important for student learning and fails to activate students' prior knowledge.	Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students' prior knowledge.	Consistently helps students make connections between current content and their own background and experiences.	Lessons include deliberate opportunities for students to discover the connections between current con-tent and life experiences. Students see the purpose and the "big picture."

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Standard 3: *(Diversity)* **The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teaching to Individual Learning Abilities	Is unaware of individual learning abilities as all students receive same delivery of instruction and assignment regardless of differences.	Is aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners.	Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.	Articulates clearly individual student goals and expectations. Individualized instruction allows for most students to succeed and be challenged.
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Uses or seeks no additional resources or supplemental materials for students with individual needs	Has ilimited knowledge of additional resources and attempts to meet the individual needs of some students (i.e., low-achieving or gifted) by assessing resources.	Routinely utilizes supplemental materials and outside resources with students at both ends of the learning curve.	Actively seeks out resources from the community or professional organizations and utilizes these sources and materials for the benefit of various learners.
Expectations for Learning and Achievement	Conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.	Conveys consistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. Instruction is appropriate for the grade level or course.	Appropriately challenges students by presenting material at a qualitatively high leveli.	Expects students to challenge themselves by providing opportunities for choice in activities and assignments.

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Standard 4: *(Instructional Methods)* **The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.** NOTE: Instructional strategies include, but are not limited to, cooperative learning small and large groups, lecture, project work, thematic instruction, partner learning, use of media resources, and technology.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Selecting Resources for General Instruction	Utilizes materials from a teacher's guide only. Book content is read and discussed with no outside materials or resources included.	Displays limited awareness and/or use of resources available, or does not take initiative to obtain materials. Occasionally uses supplemental materials.	Routinely seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to allow for multiple ways of learning.	Seeks out and uses resources from professional organizations or through community speakers, study trips, commercial materials, etc. These resources are not just "add-ons" but are fully integrated into a comprehensive curriculum.
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Relies mostly at direct instruction/lecture method and giving assignments. Students are passive learners. No modeling.	Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling.	Written instructional strategies are effectively in-corporated in each lesson based on subject matter and needs of students. • Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.	Facilitates inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.
Student Teacher Role in Instructional Process	Primarily serves as "giver of information" in an authoritarian mode of instruction.	Occasionally facilitates small groups but steps in to problem solve for the students.	Role varies depending on student activities. • Expects students to self-direct and problem solve as needed. Facilitates learning.	Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.

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Standard 5A: *(Motivation & Management)* **The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Management of Transitions	Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time. Specific proce-dures are taught and used effectively.	Transitions are seamless with students assuming some responsibility for efficient operation.
Management of Time and Materials	Time and materials are inefficiently handled, resulting in loss of instructional time.	Time and materials are handled moderately well.	Time and materials are handled smoothly with little loss of instructional time or interest.	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.
Directions and Procedures	Directions and procedures are confusing to the students.	Directions and procedures are clarified after initial student confusion or are excessively detailed.	Directions and procedures are clear to students and contain an appropriate level of detail. Frequently checks for understanding.	Directions and procedures are dear to students. Anticipates possible student misunderstanding, plans, monitors for it.
Pacing	The pacing is too slow or rushed.	Pacing is inconsistent.	Pacing is usually appropriate. Teacher adapts pace by monitoring students.	Pacing of the lesson is smooth, timer, and appropriate, allowing for reflection and closure.
Performance of Non-Instructional Duties: attendance, lunch count, distribution or papers, duties, etc.	Performance of non-instructional duties is inefficient. May be inattentive to these duties.	Duties are handled fairly efficiently.	Duties are managed and completed in a dear, professional manner without loss of instructional time.	Systems for performing duties are well established with students assuming appropriate responsibility for efficient classroom operation.

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Standard 5B: *(Motivation & Management)* **The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning and self-motivation in the classroom.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Positive Climate for Intrinsic Motivation	Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be offered too frequently to motivate students.	Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards offered.	Classroom environment is positive. Students are actively engaged. Extrinsic rewards are not necessary to motivate students. Teacher clearly shows a caring attitude toward all students.	Teacher helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate of openness, mutual respect, support, and inquiry.
Establishing Expectations for Behavior	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for situations, and most students seem to understand them.	Standards of conduct are clear to all students. Teacher reviews and prompts behaviors when appropriate.	Standards of conduct for various situations are clear to students and appear to have been developed or revised with student participation.
Monitoring Student Behavior	Is unaware of what students are doing, and/or student behavior is not monitored.	Generally aware of student behavior but may miss the activities of some students. May neglect to use positive reinforcement.	Is consistently alert to student behavior, uses positive reinforcement and behavior prompts.	Monitoring is subtle and preventive. Students monitor their own and their peers' behavior in appropriate ways.
Response to Student Misbehavior	Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Attempts to respond to misbehavior but with uneven results.	Response to misbehavior is appropriate, successful, and respects the student's dignity.	Response to misbehavior is highly effective and sensitive to students' individual needs. Assists students in making appropriate behavior choices.

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Standard 6: *(Communication & Technology)* **The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Oral and Written Language	Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds.	Speech and written language are clear and correct. Vocabulary is appropriate to students' ages and interests.	Oral and written language are correct and expressive with well chosen vocabulary that enriches the lesson.
Quality of Questions	Questions are usually of poor quality: low level of thinking or one word responses are accepted.	Questions are a combination of low and high quality. Only some invite a *thoughtful* response. Wait time is inconsistent.	Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping students articulate ideas. Consistently provides adequate wait time.	Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and stimulations of curiosity. Students learn to question.
Discussion Techniques with Student Participation	Interaction is predominantly recitation style, with teacher mediating questions and answers. Only a few participate in the discussion.	Makes some attempts to engage students in a true discussion but with only limited success.	True discussion, with teacher stepping aside when appropriate. Teacher insures that all voices are heard in the discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Students insure that all voices are heard in the discussion.
Use of Media and Technology: (felt/magnetic boards, charts, film/overhead projectors, computers (Internet, PowerPoint, Distance Learning, etc.) as available	Limited use of media and/or technology to enhance learning.	Some media and/or technology used, but is inconsistent or of limited quality.	Lessons consistently use media and/or technology to add instructional impact and increase learning.	Takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong.

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Standard 7: *(Planning)* **The student teacher plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Purposeful Learning Activities Based on Essential Skills and District Curriculum	Learning activities are not compatible with school and district curriculum, and/or do not follow an organized progression.	Activities may follow an organized progression but are not completely compatible with the required curriculum.	Learning activities are highly relevant to students' needs and match instructional goals. Unit plans are keyed to state/district curriculum.	Learning activities follow a well-organized progression and follow the school district curriculum requirements.
Short- and Long. Term Planning (including unit plants)	Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.	Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.	Long-term planning with connections to past/future teachings is clearly evident and prepared in advance of teaching. Plans are linked to students' needs and performances.	Responds to unanticipated sources of input, evaluates plans in relation to short and long-term goals. Has a clear understanding of the "big picture" for planning.
Lesson Plans. Monitoring and Adjustment	Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.	Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.	Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.	Makes major adjustment to plans to meet student needs, interest, and motivation.

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Standard 8: *(Assessment)* **The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Variety of Formal/ Informal Assessment Strategies	Uses minimal number of assessments or only commercially prepared tests. Methods of assessments not consistent with instructional goals.	Some instructional goals are assessed, but not all. Gathering of assessment data is more frequent and begins to use performance-based measures.	Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self - assessment, and standardized tests.	Involves learner in self assessment activities to foster awareness of their strengths/needs, and to set personal goals for learning.
Assessment Data Used in Lesson Planning/ Adjustment	Assessment results affect lesson planning only minimally.	Uses assessment results to plan for the class as a whole.	Assessment results are used to adjust plans for individuals and small groups.	A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.
Evaluates Criteria and Feedback	Criteria for evaluation is not predetermined on paper. Feedback is not provided in a timely manner or is of poor quality.	Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.	Learners are given evaluation criteria in advance (rubrics, point systems, etc.). Feedback includes qualitative comments to highlight strengths or needs.	Learners are involved in setting criteria for evaluation. Feedback is individual-ized and includes personal goal setting. Descriptive rubrics are created and shared with students.
Recording and Monitoring Assessment Data	Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.	Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.	System for swing and recording data is fully effective and up-to-date.	System is highly effective and students are involved in collection and summarizing of data.

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Standard 9: *(Reflective Practice)* **The student teacher is a reflective practitioner who contlnually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Reflection on Teaching (written journal and conversations)	Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.	Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement, or is dependent on supervisors for ideas. Open to suggestions.	Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an ongoing process. Accepts constructive criticism.	Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions, complete with probable successes with different approaches. Actively seeks constructive criticism.
Relationships with Colleagues	Little interaction with colleagues or relationships are negative, self-serving or unprofessional.	Maintains professional cordial relationships with school staff and attends required meetings.	Seeks opportunities to work with colleagues to learn and grow profession-ally. Is willing to give and receive help.	Routinely shares materials, resources and ideas with colleagues. May volunteer to organize tasks or take the lead with activities within a department/team or at the school level.
Professional Growth (Includes student teaching requirements and portfolio)	Makes no effort to share knowledge with others or to assume professional responsibilities (attire, mannerisms. communications). Does not complete student teaching requirements.	Participates in professional activities that are provided. Conducts him/herself in a professional student teacher manner most of the time. Some student teaching requirements are not completed appropriately.	Consistently demonstrates professionalism in appearance/manners. Actively seeks out professional literature, colleagues, conferences, mentors. etc. to grow professionally. Student teaching requirements are completed with quality and depth.	Demonstrates levels of leadership on a team or with the faculty (may include: sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips and teaching after school enrich-ment classes).

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Standard 10: *(Collegiality & Community)* **The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Participation in School/District Events and Projects	Avoids becoming involved in school/district projects and events.	Participates in school/district events when specifically asked.	Volunteers to participate in more than one activity and makes substantial contribu-tons. Participates as much as possible as a full staff member.	Frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities such as enrichment/remedial classes for students outside of regular school day. Values his/her role in making the entire school a productive learning environment.
Sensitivity to Student Needs and Awareness of Community Resources	Does not readily observe or identify clues to student distress, special needs, etc. Does not honor confidential information about students.	Identifies special needs of some students (vision, hearing, counseling, medical intervention, etc.) but does communicate concerns with classroom teacher. Respects the privacy of students and confidentiality of information.	Is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulty. Takes steps to stop discrimination or harass-ment among students.	Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services.
Respectful and Productive Communication with Families	Provides minimal information to parents, or is insensitive to parent concerns about students. Does not make an effort to get involved with parents.	Adheres to the existing formats for communications with parents. Needs to be reminded to communicate with individual students' parents.	Teams with the teacher to communicate with parents about their child's progress (both positive and negative) on a regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled with great sensitivity.	Demonstrates initiative in creating new avenues for connections/ communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.

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