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| --- | --- | --- | --- | --- |
| **Points** | **6** | **4** | **2** | **0** |
| **Written Reflection** | | | | |
| **Student Learning**  **(6 pts.)** | There is a detailed description of student learning as it was taking place, supported by evidence in this section of the paper.  Learning described aligns with what is presented in the video. | There is a description of student learning as it was taking place, supported by evidence in this section of the paper.  Learning described aligns with what is presented in the video. | There is a description of student learning as it was taking place, but supporting evidence is lacking in this section of the paper/does not align with what is presented in the video. | Student learning is not addressed in this section of the paper. |
| **Teaching:**  **Strategies**  **(6 pts.)** | Teaching is described in great detail along with the intentionality behind strategies used.  Teaching described aligns with what is presented in the video.  At least one strategy used came from EDC 311. | Teaching is described along with the intentionality behind strategies used.  Teaching described aligns with what is presented in the video.  At least one strategy used came from EDC 311. | Teaching is described and aligns with what is presented in the video. | Teaching is not described or does not align with what is presented in the video. |
| **Teaching:**  **Teaching Decisions and Theory**  **(4 pts.)** |  | There is detailed and accurate discussion about how decisions made during teaching align with research/theory. | There is accurate discussion about how decisions made during teaching align with research/theory. | There is NO discussion about how decisions made during teaching align with research/theory or the discussion is inaccurate. |
| **Teaching:**  **Making Sense Strategies Toolkit**  **(4 pts.)** |  | The graphic organizer from Make Sense Strategies Toolkit is used effectively. | The graphic organizer from Make Sense Strategies Toolkit is used, but not used effectively. | There is NO graphic organizer used from Make Sense Strategies Toolkit. |
| **Analysis of Student Learning**  **(4 pts.)** |  | There is a strong review of data documented by a chart or graph of lesson results as related to instructional objectives and standards. | There is a review of data of lesson results as related to instructional objectives and standards. | There is a NO review of data of lesson results as related to instructional objectives and standards. |
| **Analysis of Teaching:**  **Planning and Preparation**  **(4 pts.)** |  | Includes detailed and thoughtful modifications/recommendations of current instruction for future application in planning and preparation as related to instructional objectives or standards. | Includes modifications/recommendations of current instruction for future application in planning and preparation as related to instructional objectives or standards. | Includes NO modifications/recommendations of current instruction for future application in planning and preparation as related to instructional objectives or standards. |
| **Analysis of Teaching:**  **Classroom Environment**  **(4 pts.)** |  | Includes detailed and thoughtful modifications/recommendations of current instruction for future application in classroom environment as related to instructional objectives or standards. | Includes modifications/recommendations of current instruction for future application in classroom environment as related to instructional objectives or standards. | Includes NO modifications/recommendations of current instruction for future application in classroom environment as related to instructional objectives or standards. |
| **Analysis of Teaching:**  **Instruction**  **(4 pts.)** |  | Includes detailed and thoughtful modifications/recommendations of current instruction for future application in instruction as related to instructional objectives or standards. | Includes modifications/recommendations of current instruction for future application in instruction as related to instructional objectives or standards. | Includes NO modifications/recommendations of current instruction for future application in instruction as related to instructional objectives or standards. |
| **Analysis of Teaching:**  **Professional Responsibilities**  **(4 pts.)** |  | Includes detailed and thoughtful modifications/recommendations of current instruction for future application in professional responsibilities as related to instructional objectives or standards. | Includes modifications/recommendations of current instruction for future application in professional responsibilities as related to instructional objectives or standards. | Includes NO modifications/recommendations of current instruction for future application in professional responsibilities as related to instructional objectives or standards. |
| **Conventions**  **(4 pts.)** |  | The paper demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be rare (less than 5 errors).  References follow APA guidelines both in text and in the reference section at the end of the paper. | The paper shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.  References attempt to follow APA guidelines both in text and/or in the reference section at the end of the paper, but there may be some errors. | Errors in spelling, punctuation, capitalization, grammar and usage, and/or paragraphing repeatedly distract the reader and make the text difficult to read. |
| **Video** | | | | |
| **Video Submission**  **(4 pts.)** |  | Video was submitted that was great quality (easy to hear, easy to see the teacher candidate) and showed what needed to be shown.  Time stamps were used effectively in paper to direct Dr. Hamilton to correct sections of video. | Video was submitted that showed what needed to be shown.  Time stamps were used in paper to direct Dr. Hamilton to correct sections of video. | Video was NOT submitted or time stamps were not used in paper. |
| **Self-Assessment Rubric** | | | | |
| **Self-Assess Paper**  **(2 pts.)** |  |  | A rubric was submitted that includes evidence of thoughtful self-assessment (i.e. highlighting and minor notations) | A rubric was NOT submitted as evidence of self-assessment. |