FORM 111: RUBRIC FOR EVALUATING INTERN NOTEBOOKS

Intern Name: _____   Date: _____

University Supervisor: _____   Department: _____

Below is a brief descriptor for each of the ratings. Note how well the intern describes each piece of evidence and the strength of the evidence in meeting the competency.

4	Exceptional	Intern consistently selects artifacts that are <u>clearly and directly</u> related to multiple indicators for each competency. Intern <u>concretely</u> describes why artifacts demonstrate achievement of the competency, thus exhibiting a high degree of knowledge and skill ***beyond*** what one would expect of an intern at the initial level of certification.
3	Proficient	Intern consistently selects artifacts that are <u>clearly and directly</u> related to the multiple indicators of each competency. Intern <u>concretely</u> describes why artifacts demonstrate achievement of the competency, thus exhibiting a degree of knowledge and skill expected of the intern ***at*** the initial level of certification.
2	Basic	Intern may select artifacts that are related to some of the indicators for each competency. Intern describes why artifacts demonstrate achievement of the competency, but performance is sometimes inconsistent or incomplete.
1	Unacceptable	Intern provides artifacts that demonstrate little or no evidence of understanding or demonstration of the indicators of the competency and poorly describes selection and relevance of artifacts.

Notebook Rubric

Competency	4	3-2	1-0	Evidence:
Content	<u>Thoroughly demonstrates</u> understanding of the content being taught. <u>Provides thorough evidence of</u> creating learning opportunities that connect students' prior learning to new concepts and other disciplines; selecting accurate, developmentally appropriate resources that are meaningful for students. **At least one edTPA artifact.**	<u>Somewhat demonstrates</u> understanding of the content being taught. <u>Provides some evidence of</u> creating learning opportunities that connect students' prior learning to new concepts and other disciplines; selecting accurate, developmentally appropriate resources that are meaningful for students.	<u>Does not demonstrate</u> understanding of the content being taught. <u>Provides no evidence of</u> creating learning opportunities that connect students' prior learning to new concepts and other disciplines; selecting accurate, developmentally appropriate resources that are meaningful for students.	
Pedagogy: Teaching	<u>Provides thorough evidence of</u> using multiple teaching and learning strategies to meet needs of students; aligning lesson and unit plans with the state and local curricular goals; using technology to increase student engagement. **At least one edTPA artifact.**	<u>Provides some evidence of</u> using multiple teaching and learning strategies to meet needs of students; aligning lesson and unit plans with the state and local curricular goals; using technology to increase student engagement.	<u>Provides no evidence of</u> using multiple teaching and learning strategies to meet needs of students; aligning lesson and unit plans with the state and local curricular goals; using technology to increase student engagement.	

Pedagogy: Classroom Management	Presents thorough evidence of creating a fair, supportive, and consistent learning environment; implementing positive behavioral support strategies; using effective procedures and routines. **At least one edTPA artifact.**	Presents some evidence of creating a fair, supportive, and consistent learning environment; implementing positive behavioral support strategies; using effective procedures and routines.	Presents no evidence of creating a fair, supportive, and consistent learning environment; implementing positive behavioral support strategies; using effective procedures and routines.	
Critical Thinking	Presents thorough evidence of using strategies to promote critical thinking, problem-solving and inquiry; creating engaging problems that connect to students' lives; engaging students in higher order thinking. **At least one edTPA artifact.**	Presents some evidence of using strategies to promote critical thinking, problem-solving and inquiry; creating engaging problems that connect to students' lives; engaging students in higher order thinking.	Presents no evidence of using strategies to promote critical thinking, problem-solving and inquiry; creating engaging problems that connect to students' lives; engaging students in higher order thinking.	
Communication	Presents thorough evidence of effective verbal, nonverbal, and media communication engaging to students; well-constructed written communication; oral communication using standard English.	Presents some evidence of effective verbal, nonverbal, and media communication engaging to students; well-constructed written communication; oral communication using standard English.	Presents no evidence of effective verbal, nonverbal, and media communication engaging to students; well-constructed written communication; oral communication using standard English.	
Diversity	Provides thorough evidence of differentiating instruction appropriate to students' stages of development, learning styles, strengths, and needs; collaborating with resource personnel to increase student learning; embracing cultural, ethnic, and social differences. **At least one edTPA artifact.**	Provides some evidence of differentiating instruction appropriate to students' stages of development, learning styles, strengths, and needs; collaborating with resource personnel to increase student learning; embracing cultural, ethnic, and social differences.	Provides no evidence of differentiating instruction appropriate to students' stages of development, learning styles, strengths, and needs; collaborating with resource personnel to increase student learning; embracing cultural, ethnic, and social differences.	
Professionalism: Collaboration	Provides thorough evidence of collaborating with colleagues, parents and the community to support students' learning and well-being.	Provides some evidence of collaborating with colleagues, parents and the community to support students' learning and well-being.	Provides no evidence of collaborating with colleagues, parents and the community to support students' learning and well-being.	

Reflection and Professional Development	Provides thorough evidence of reflecting about teaching practice; engaging in opportunities to grow professionally.	Provides some evidence of reflecting about teaching practice; engaging in opportunities to grow professionally.	Provides no evidence of reflecting about teaching practice; engaging in opportunities to grow professionally.	

Assessment
Effect on Student Learning Tasks with Reflection

Tasks	4	3	2	1-0
Small Group				
Analysis of student performance and patterns of learning (4 pts.) **(Type of data)**	Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses patterns of learning among the whole class and individuals.	Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses how the class did overall, as well as some patterns of learning.	Analysis is more focused on quantitative data (percent, mode/median/mean, pass/fail rates) and reports about how the class did overall on the assessment OR only qualitative data is focused on.	The assessment is not aligned to the instructional objectives and standards. Thus, student learning is not properly evaluated.
Planning for small group instruction (3 pts.)		Planning for small group instruction is clearly aimed to support the needs of this specific group of students	Planning for small group instruction is clearly aimed to support the needs of this specific group of students with some deficits in candidate's thinking	Planning for small group instruction is clearly aimed to support the needs of this specific group of students with several deficits in candidate's thinking

Analysis of Student Learning Small Group (3 pts.) **(Amount of data)**		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.
Small group lesson plan and sample of assessment (2 pts.)			Small group lesson plan and sample of assessment are included	Small group lesson plan and/or sample of assessment NOT Included

Whole Group	4	3	2	1-0
Description & Intentionality of the Assessment (3 pts.)		The assessment is described in great detail in lesson plan, along with the intentionality behind creating it. Items & rubrics are explicitly connected to the standards, and how they will help analyze student learning is shared.	The assessment is described in lesson plan. Items & rubrics are implicitly connected to the standards.	The assessment is either not described in lesson plan or does not align to the standards.
Analysis of student performance and patterns of learning (4 pts.)	Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses patterns of learning among the whole class and individuals.	Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses how the class did overall, as well as some patterns of learning.	Analysis is more focused on quantitative data (percent, mode/median/mean, pass/fail rates) and reports about how the class did overall on the assessment OR only qualitative data is focused on.	The assessment is not aligned to the learning targets. Thus, student learning is not properly evaluated.
Planning Instructional Next Steps (4 pts.)	Next steps are clearly aimed to support specific student needs (individual AND groups)	Next steps are clearly aimed to support specific student needs (individual OR groups)	Next steps are general to the whole class or lack details/have deficits in candidate's thinking	Next steps contain several deficits in candidate's thinking
Student Data Graphic (3 pts.)		The graphic represents the data accurately, is labeled/titled, and well organized. The graphic is referenced in the reflection to support a claim about student learning.	The graphic represents the data accurately, is labeled/titled, and well organized.	The graphic is missing some key components to make its use effective (i.e. missing labels/title, incomplete data, etc.)
Student Samples and Candidate Feedback (4 pts.)	A full class set of student assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is provided on student work and described in detail in the reflection	A full class set of student assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is provided on student work and described in the reflection	Student assessment samples are submitted with names OR it is not a full class set.	Student assessment samples are NOT submitted.

Whole Group	4	3	2	1-0
Analysis of Teaching: Planning and Preparation (3 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 Student Learning (3 pts.)		There is a strong review of data documented by a chart or graph of lesson results in the reflection 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.
Whole group lesson plan, pre, and post assessment (2 pts.)			Whole group lesson plan, pre, and post assessment are all included with the reflection	Elements are missing