

Scoring Rubric for the Culminating Teaching Experience Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
Holistic Statement	<p>The response provide written and video evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</p>	<p>The response provides written and video evidence that clearly demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.</p>	<p>The response provides written and video evidence that partially demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</p>	<p>The response provides written and video evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.</p>

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<p>TPE 8, 9 Planning Instruction and Designing Learning Experiences for Students</p>	<p><i>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • obtaining detailed and relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs 	<p><i>The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • obtaining relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students' needs 	<p><i>The candidate minimally learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • obtaining cursory information about the class as a whole and about selected students, such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs 	<p><i>The candidate insufficiently learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing inappropriate or no goals for student learning based on state-adopted academic content standards for students or state-adopted framework • obtaining irrelevant or no information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning inappropriate or no instruction related to the content area and subject matter to be taught and/or instruction not in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students' needs

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TPE 10, 11 Creating and Maintaining Effective Environments for Student Learning	<p><i>The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i></p> <ul style="list-style-type: none"> • allocating instructional time appropriately • establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time • developing and maintaining clear and appropriate expectations for academic and social behavior • creating and maintaining a positive climate for learning 	<p><i>The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i></p> <ul style="list-style-type: none"> • allocating instructional time appropriately • establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time • developing and maintaining appropriate expectations for academic and social behavior • creating and maintaining a positive climate for learning 	<p><i>The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i></p> <ul style="list-style-type: none"> • sometimes appropriately and sometimes inappropriately allocating instructional time • establishing inconsistent or minimal procedures for routine tasks and management of transitions • developing and maintaining ambiguous or inconsistent expectations for academic and social behavior • creating a climate that is sometimes appropriate for learning 	<p><i>The candidate insufficiently establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i></p> <ul style="list-style-type: none"> • allocating instructional time inappropriately • establishing inappropriate or no procedures for routine tasks and management of transitions • developing and maintaining inappropriate or no expectations for academic and social behavior • creating a climate that is inappropriate for learning

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<p>TPE 4, 5, 6, 7 Engaging and Supporting Students in Learning</p>	<p><i>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using relevant and developmentally-appropriate instructional strategies and activities according to purpose and lesson content • making relevant and appropriate plans for students who have special needs or abilities • drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language • knowing and applying relevant and appropriate instructional practices for English Language Development • ensuring the active and equitable participation of all students 	<p><i>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-appropriate instructional strategies and activities according to purpose and lesson content • making appropriate plans for students who have special needs or abilities • drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language • knowing and applying appropriate instructional practices for English Language Development • ensuring the active and equitable participation of most students 	<p><i>The candidate minimally uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using ambiguous or inconsistent strategies and activities according to purpose and lesson content • making inconsistent or minimal plans for students who have special needs or abilities • drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language • a limited knowledge and/or ambiguous application of instructional practices for English Language Development • ensuring the active and equitable participation of some students 	<p><i>The candidate insufficiently uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-inappropriate or no instructional strategies and activities according to purpose and lesson content • making inappropriate or no plans for students who have special needs or abilities • drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language • knowing and applying inappropriate or no instructional practices for English Language Development • ensuring the active and equitable participation of few or no students

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TPE 1 Making Subject Matter Comprehensible to Students	<p><i>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</i></p> <ul style="list-style-type: none"> demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to all students 	<p><i>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</i></p> <ul style="list-style-type: none"> demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to all students 	<p><i>The candidate minimally knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</i></p> <ul style="list-style-type: none"> demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to students 	<p><i>The candidate insufficiently knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</i></p> <ul style="list-style-type: none"> demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students
TPE 2, 3 Assessing Student Learning	<p><i>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students using classroom assessments appropriately and analyzing student work accurately 	<p><i>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students using classroom assessments and analyzing student work accurately 	<p><i>The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students using ambiguous classroom assessments and cursory or inconsistent analysis of student work 	<p><i>The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students using inappropriate or no classroom assessments and inaccurate or no analysis of student work

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TPE 13 Developing as a Professional Educator	<p><i>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness 	<p><i>The candidate reflects on the instructional experience and student learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness 	<p><i>The candidate minimally reflects on the instructional experience and student learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness 	<p><i>The candidate insufficiently reflects on the instructional experience and student learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness