



Rubrics for Assessing Candidate Performance

Standard #1 – Learner Development

The teacher candidate understands how learners grow and develop, recognizing the 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.

Rubric:

Score	Target = 4 Candidate artifact reflects comprehensive development of the standard. The artifact includes components that address learner growth and development in individual learning styles that reflect on developing appropriate learning experiences.	Acceptable = 3 Candidate artifact reflects the standard. The artifact is adequate in its references to learner growth and/or learning styles that reflect on appropriate learning experiences.	Unacceptable = 1 Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development using the components of learner growth and learning styles which do not demonstrate appropriate learning experiences.
Title of artifact:	Comments:		



Standard #2 – Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
Title of artifact:	Comments:		



Standard #3 – Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Rubric:

Score	<p>Target = 4</p> <p>Candidate artifact reflects comprehensive development of the standard. The artifact includes components that address individual and collaborative learning, social interaction active engagement and motivation.</p>	<p>Acceptable = 3</p> <p>Candidate artifact reflects the standard. The artifact is adequate in its development, referencing individual and collaborative learning, social interaction active engagement and motivation.</p>	<p>Unacceptable = 1</p> <p>Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development in individual and collaborative learning, social interaction active engagement and motivation.</p>
Title of artifact:	Comments:		



Standard #4 – Content Knowledge

The teacher candidate 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.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
Title of artifact:	Comments:		



Standard #5 – Application of Content

The teacher candidate 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.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
Title of artifact:	Comments:		



Standard #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.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
	<p>Candidate artifact reflects comprehensive development of the standard. The artifact includes components that demonstrate multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on and addresses engaging learners in their own growth to monitor learner progress, and to guide the teacher’s and learner’s decision making. Candidate also includes an element of quality use of technology in support of assessment practices. The artifact provides references to and address each major level.</p>	<p>Candidate artifact reflects the standard. The artifact is adequate in its development relating to multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on and addresses engaging learners in their own growth to monitor learner progress, and to guide the teacher’s and learner’s decision making. Candidate also includes minimum use of technology in support of assessment practices. The artifact provides references to and address each major level.</p>	<p>Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development of engaging multiple methods of assessment (formative and summative) aligned to learning objectives that reflect on and addresses engaging learners in their own growth to monitor learner progress, and to guide the teacher’s and learner’s decision making. Candidate also includes inadequate use of technology in support of assessment practices.</p>
Title of artifact:	Comments:		



--	--

Standard #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.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
	Candidate artifact reflects comprehensive development of the standard. The artifact includes components that demonstrate understanding of content area, curriculum, cross-disciplinary skills, and pedagogy; addressing prior student knowledge and community context.	Candidate artifact reflects the standard. The artifact is adequate in its development of understanding of content area, curriculum, cross-disciplinary skills, and pedagogy; addressing prior student knowledge and community context.	Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development using content area, curriculum, cross-disciplinary skills, and pedagogy; addressing prior student knowledge and community context.
Title of artifact:	Comments:		



Standard #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.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
Title of artifact:	Comments:		



Standard #9 – Professional Learning and Ethical Practice

The teacher candidate 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.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
	<p>Candidate artifact reflects comprehensive development of the standard. The artifact address and includes components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate’s practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes evidence of adaptations made to practice that meet the needs of each learner.</p>	<p>Candidate artifact reflects the standard. The artifact is adequate in its development relating to components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate’s practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes evidence of adaptations made to practice that meet the needs of each learner. The artifact provides reference to each major level.</p>	<p>Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development of components that demonstrate evidence of professional learning, as well, as evidence of continual evaluation of candidate’s practice and how his/her choices affect others (learners, families, other professionals, and the community). Candidate also includes evidence of adaptations made to practice that meet the needs of each learner.</p>
Title of artifact:	Comments:		

--	--

Standard #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.

Rubric:

Score	Target = 4	Acceptable = 3	Unacceptable = 1
	<p>Candidate artifact reflects comprehensive development of the standard. The artifact includes components and addresses multiple methods of planning that demonstrate understanding of 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.</p>	<p>Candidate artifact reflects the standard. The artifact is adequate in its development of understanding of 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.</p>	<p>Candidate artifact is inadequate in reflecting development within the standard. The artifact lacks cohesive development of understanding of 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.</p>
Title of artifact:	Comments:		



**Alliant
International
University**

--	--