Quarterly and Summative Assessment

***Alliant International University California School of Education: Teaching Performance Scoring Rubric***

**Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Submission Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 ***University Field Supervisor***

Quarterly Review: Term 1 \_\_\_\_\_ Term 2: \_\_\_\_\_\_ Term 3: \_\_\_\_\_\_ **Term 4** Summative Assessment: \_\_\_\_\_\_

The scoring rubric is based on the California Teaching Performance Expectations (TPE’s) with the California Teaching Performance Assessments (TPA’s) embedded within the required task items.

**Ratings:**

 **0: No Competency Demonstrated**

 **1: Minimal Competency Demonstrated**

 **2: Basic Competency Demonstrated**

 **3: Proficient Competency Demonstrated (minimal level required for recommendation for Preliminary**

 **Credential)**

 **4: Exceptional Competency Demonstrated**

**Record of Intern Assessment:**

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| --- | --- | --- | --- | --- | --- | --- |
| **DOMAIN:** | **TPE 1: Engaging and Supporting All students in Learning** | **TPE 2: Creating and Maintaining Effective Learning Environments** | **TPE 3: Understanding and Organizing Subject** | **TPE 4: Planning Instruction and Designing Learning Experiences for All Students** | **TPE 5: Assessing Student Learning** | **TPE 6: Developing as a Professional Educator** |
| **Term 1****Scores** |  |  |  |  |  |  |
| **Term 2****Scores** |  |  |  |  |  |  |
| **Term 3****Scores** |  |  |  |  |  |  |
| **Term 4****Summative Score** |  |  |  |  |  |  |
| **Recommendation for Credential** |  |

| **Domain** | **0****No Competency for TPEs demonstrated; not recommended for beginning teaching service.** | **1****Minimal Competency for TPEs demonstrated; recommended with reservation for beginning teaching service.** | **2****Basic Competency for TPEs demonstrated; recommended with development considerations for beginning teaching service.** | **3****Proficient Competency for TPEs demonstrated; recommended for beginning teaching service.** | **4****Exceptional Competency for TPEs demonstrated; highly recommended for beginning teaching service.** |
| --- | --- | --- | --- | --- | --- |
| **TPE 1: Engaging and Supporting All students in Learning** | No variety in instructional strategies, activities, materials, design; teacher communication is unclear; student participation is not equitable; students are not challenged; no awareness of students’ developmental levels, needs and next steps; no differentiation in instructional delivery | Minimal differentiation in instructional strategies and activities demonstrated but not always connected to student needs; few variety of materials for learning incorporated; students challenge selves/not teacher initiated or supported; teacher aware of grade level developmental needs but not needs beyond that identified standard | Variety in strategies, activities and materials is present; content is presented in multiple ways; students use at least two sources to comprehend information; day and lesson is structured to support multiple intelligences opportunities for learning; learning structure for special populations and ELL is provided | Differentiated instruction is evident and is responsive to assessed developmental capacities for students; students give initial evidence of capacity to comprehend in a variety of methods; active and equitable participation by students is evident; students are challenged to take the appropriate next step in content matter. | Differentiated instruction clearly and consistently provides balanced, comprehensive learning experience for each child; opportunities for students to apply, practice, and advance what they learn; strategies for student use of a variety of learning styles is evident; all students are actively and equitable engaged in learning in an environment which encourages the sharing and examination of varied points of view; students demonstrate strategies to cope with new material; students are appropriately intellectually challenged. |
| **TPE 2: Creating and Maintaining Effective Learning Environments** | Fails to monitor student learning during instruction; fails to respond to assessed student learning during instruction; lacks variety in assessment methods; does not use informal assessment; students fail to demonstrate self-assessment; fails to give academic feedback to students and families | Rarely and sporadically monitors student learning during instruction; uses minimal types of assessments (2-3 demonstrated), few students demonstrate effective self-assessment; lessons rarely respond to assessed student needs and never as a result of informal assessment; assessed needs of ELL students not evident; lack of communication with students and families regarding student’s academic needs. | Uses assessment at key points during lesson to respond to student progress and learning; paces instruction to respond to assessed student needs; anticipates and checks for student misunderstandings; uses several formal and informal methods of assessment; some evidence of student capacity to self assess; beginning evidence of effective communication with students and families regarding student academic capacity. | Evidence of continuous assessment to inform instruction throughout the lesson; adequately assesses student’s learning of content standards and adjusts instruction to advance learning; anticipates student learning needs through assessment; assures student capacity to self-assess; assess and responds to needs of special populations and ELL students; communicates student assessed needs with students and families. | Continuously assesses and monitors student learning of identified content standards and adjust instruction, pace, planning to meet learning needs; demonstrated implementation of variety of assessment tools, accurate interpretation of assessment to advance learning of all students, inclusive of special needs and ELL students; communication with families and students in response to assessment. |
| **TPE 3: Understanding and Organizing Subject** | No capacity to teach Common Core standards in a systematic, comprehensive manner demonstrated; planning is neither strategic nor responsive to students; does not understand subject matter skills; environment does not support learning. | On occasion Common Core standards are addressed in lessons; teaching is sporadically planned but lacks responsiveness to students; shows minimal understanding of subject matter; minimally addresses multiple intelligences; classroom environment on occasion supports learning | Common Core standards are addressed in lessons but instruction does not always achieve standard learning by students; planning is responsive to student learning; usually addresses multiple intelligences among students; various instructional materials demonstrate understanding of subject matter. | Common Core standards are consistently addressed in lessons and instruction supports student learning of standards; knowledge of subject matter is clear and consistent; various instructional methods support varied student needs; instruction is comprehensive and strategic to support student learning; planning responds to student learning. | Common Core standards are consistently embedded in lessons and students consistently learn and assess own learning of standards; comprehensive knowledge of subject matter is evident; lessons continuously and consistently respond to accurately assessed student learning; environment advances student learning for each student. |
| **TPE 4: Planning Instruction and Designing Learning Experiences for All Students** | Demonstrates no understanding of child or adolescent development; no evidence of interpersonal interaction to learn about each child; unaware of students needing specialized instruction; planning does not address content standards; goals not evident in planning; planning is single dimensional and lacks evidence of sequencing. | Understanding of child or adolescent development is not expanded to understanding their students’ learning needs; unaware of the impact multiple student factors play on student learning; planning addresses standards but is not comprehensive, connected or sequential; no evidence of teacher reflection in instructional planning; planning lacks differentiation. | Uses an understanding of students’ prior learning and developmental stages to plan lesson; evidence of some interpersonal interaction with students to advance learning; aware of students needing specialized instruction; comprehensive planning addresses stated standards; lessons are sequenced and connected. | Uses an understanding of child and adolescent development to assess student needs and plan for student learning; involves parents in student learning; plans and activities include appropriate instructional adaptations for student specialized needs; student learning goals are identified and differentiated instruction supports; appropriate use of support personnel to advance student learning. | Uses understanding of patterns of child and adolescent development to understand students; knows their students’ learning needs through interpersonal interactions; encourages parents to become involved in student learning; incorporates needs of students needing specialized instruction into lesson; clear long-term and short-term goals; teaching methods help all students meet or exceed grade level expectations; content is clear, meaningful; and connected to students’ culture, background, experiences, differentiated instruction accommodates varied student needs; support personnel advance instructional goals. |
| **TPE 5: Assessing Student Learning** | Fails to monitor student learning during instruction; fails to respond to assessed student learning during instruction; lacks variety in assessment methods; does not use informal assessment; students fail to demonstrate self-assessment; fails to give academic feedback to students and families | Rarely and sporadically monitors student learning during instruction; uses minimal types of assessments (2-3 demonstrated), few students demonstrate effective self-assessment; lessons rarely respond to assessed student needs and never as a result of informal assessment; assessed needs of ELL students not evident; lack of communication with students and families regarding student’s academic needs. | Uses assessment at key points during lesson to respond to student progress and learning; paces instruction to respond to assessed student needs; anticipates and checks for student misunderstandings; uses several formal and informal methods of assessment; some evidence of student capacity to self assess; beginning evidence of effective communication with students and families regarding student academic capacity. | Evidence of continuous assessment to inform instruction throughout the lesson; adequately assesses student’s learning of content standards and adjusts instruction to advance learning; anticipates student learning needs through assessment; assures student capacity to self-assess; assess and responds to needs of special populations and ELL students; communicates student assessed needs with students and families. | Continuously assesses and monitors student learning of identified content standards and adjust instruction, pace, planning to meet learning needs; demonstrated implementation of variety of assessment tools, accurate interpretation of assessment to advance learning of all students, inclusive of special needs and ELL students; communication with families and students in response to assessment. |
| **TPE 6: Developing as a Professional Educator** | Blames poor student learning outcomes on others; evidence of intolerance and racism; no knowledge of relevant California and federal educational laws; no awareness of child abuse; classroom environment is hostile ignores obligation to protect the privacy of students, families, and colleagues; fails to model ethical behavior; fails to self-evaluate teaching in light of student learning; fails to improve teaching and set professional goals through reflection and feedback | Is unclear where responsibility lies for poor student learning outcomes; aware of own biases without connecting to student learning; limited awareness of educational law; can identify suspected cases of child abuse; has difficulty maintaining a safe class environment; understands privacy obligations but does not apply uniformly; is aware of ethical considerations but fails to model ethical behavior consistently; is aware of but cannot evaluate own teaching practices and subject matter knowledge; receives feedback about their practice without improvement; fails to reflect on teaching practices. | Takes responsibility for student learning outcomes but unaware of changes which will lead to improved outcomes; aware of own biases and how these effect student learning; resists racism and acts of intolerance; understands California and federal educational law; can identify suspected cases of child abuse and carries out laws and district guidelines for reporting such cases; maintains a non-hostile classroom environment; honors all professional obligations to appropriately protect privacy; models ethical behaviors and moral fitness; accurately evaluates own teaching effectiveness. | Takes responsibility for student learning outcomes, improves their teaching practices through feedback, reflection and goal implementation; resists all forms of racism and intolerance; understands relevant California and federal educational law and its implications for their classroom and students; carries out laws and district guidelines regarding suspected cases of child abuse; in accordance with ethical considerations and models ethical behaviors for students; accurately evaluates own teaching practices, improves their practices through feedback and consistent cycles of planning, teaching, reflecting, discerning problems and applying new strategies. | Takes responsibility for student learning outcomes; resists racism and intolerance yet is aware of their own personal biases and recognizes ways such impact their teaching, adjusting to minimize such impact and adjust such biases; implements laws for all special needs and ELL students; appropriately carries out guidelines regarding suspected cases of child abuse; maintains a non-hostile classroom environment and responds to inappropriate or violent student behavior in accordance within guidelines; honors obligations to protect privacy; models ethical behaviors for students and maintains strong moral fitness; evaluates own teaching practices and subject matter knowledge, improves these practices through feedback and cycle of planning, teaching, reflecting, discerning problems and applying new strategies; seeks and includes relevant opportunities for development; formulates and prioritizes goals to increase subject matter knowledge and teaching effectiveness. |