

Methods demonstration rubric

Criteria	Awareness 1	Basic 2	Comprehensive 3	Proficient 4
Participation as a group member	Participates at some level as a member of the group.	Participates at some level as a member of the group, sometimes willing to help others.	Actively participates as a group member, willing to accommodate others and help wherever needed.	Actively participates as a group member, seen as a leader by several members of the group, willing to accommodate others and help wherever needed.
Preparation	Most resources are not ready to go at the beginning of the demonstration; no evidence of careful planning.	Some resources ready to go at the beginning of the demonstration; some planning is evident;	Most resources ready to go at the beginning of the demonstration; demonstration is carefully planned; most contingencies are prepared for.	All resources ready to go at the beginning of the demonstration; demonstration is carefully planned; all contingencies are prepared for.
Content	No evidence of care taken in choosing literature; knowledge of strategy is low, as demonstrated by incorrect use of vocabulary and an inability to answer questions	Literature used for demo is carefully chosen; knowledge of strategy is demonstrated through use of correct vocabulary and ability to answer some questions	Literature used for demo is high quality and carefully chosen; knowledge of strategy is demonstrated through use of correct vocabulary and ease in answering questions.	Literature used for demo is high quality and carefully chosen; knowledge of strategy is high, as demonstrated through use of correct vocabulary and ease in answering questions.

Rubric for Running Record

The teacher intern will be able to analyze a child’s miscues and determine the child’s independent, instructional, and frustration levels, the extent to which the child uses grapho-phonemic, syntactic, and semantic strategies to decode, and additional types of assessment to collect.

Unacceptable
3

Minimally Acceptable
6

Meets Expectation
9

The running record and miscue analysis is incomplete, inaccurate, or incorrectly done.	The miscue analysis is complete but displays inaccuracies in scoring	The miscue analysis is correctly done and accurate
Analysis does not describe learning and analysis is inconsistent with results of the running record.	Describes what you learned from planning unit and how it will influence how you plan, teach, and assess in the future. Writing is coherent and fluent	Clearly describes what you learned from planning unit and how it will influence how you plan, teach, and assess in the future. Writing is coherent and fluent

Mini Portfolio Rubric

Unacceptable

Minimally Acceptable

Meets Expectation

2

6

10

The assessment is incomplete, inaccurate, or incorrectly done.	The assessment is complete but displays inaccuracies in scoring	The assessment is correctly done and accurate
Lesson plans have required components (Before, During and After Strategies [BDA]). Some components are thoughtfully developed, but most are undeveloped	Lesson plans have required BDA components. Many are thoughtfully developed; There is a clear connection between the Purposes, objectives and assessment.	Everything is comprehensive and all lesson requirements are met, plus lessons show a knowledge of developmental levels of the children for whom the lesson is intended; the modifications and adaptations are appropriate and varied.
Analysis, profile and recommendations do not describe or reflect learning and are inconsistent with child's needs	Analysis, profile and recommendations describe and reflect learning and are somewhat consistent with child's learning needs.	Analysis, profile, and recommendations are comprehensive and clearly describe learning They are consistent with child's learning needs.
Entries in the journal do not reflect a professional learning process, awareness of child's needs or accurate analyses from child observations.	Entries in the journal somewhat reflect a professional learning process, awareness of child's needs and accurate analysis of observations	Entries in the journal clearly and accurately reflect a professional learning process, awareness of child's needs and accurate analysis from child observations.