

THE ASSIGNMENT: ASSESSMENT AND TEACHING SAMPLE

ECE 490/491: STUDENT TEACHING The RUBRIC

Distinguishing Levels of Performance by *Key Element*

Candidate: _____

Please check level of performance for each Key Element in each Standard. This is a copy of the Taskstream Rubric. Scores may be given at a decimal value in the Taskstream system and a 0 may be given for unacceptable. The Taskstream system will automatically give you the score.

NAEYC STANDARD	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
STANDARD 3: <i>Observing, Documenting, and Assessing to Support Young Children and Families</i> (3a) Understanding the goals, benefits, and use of assessment <i>(As evidenced in using two forms of assessment: anecdotal records and rubric)</i>	Candidate has a thorough knowledge and understanding of the goals, benefits and use of anecdotal records and rubrics. Close alignment exists between assessments, lesson plan goals, curriculum and teaching strategies.	Candidate has good knowledge and understanding of the goals, benefits and use of anecdotal records and rubrics. Some alignment exists between assessments, lesson plan goals, curriculum and teaching strategies.	Candidate has poor knowledge and understanding of the goals, benefits and use of anecdotal records and rubrics. No alignment exists between assessments, lesson plan goals, curriculum and teaching strategies.
(3b) Knowing about and using observation, documentation, and other appropriate assessment tools and approaches <i>(As evidenced in using anecdotal observation recording and rubric results as the basis for writing lesson plan)</i>	Candidate competently uses anecdotal observation and rubric results and knowledge of each child to write a developmentally-appropriate and differentiated lesson plan that precisely meets the needs of each child.	Candidate has basic competence in using anecdotal observation and rubric results and knowledge of each child to write an acceptable developmentally-appropriate and differentiated lesson plan that partly meet the needs of each child	Candidate's knowledge and skills in this area are weak or non-existent.
(3c) Practicing responsible assessment <i>(As evidenced in using anecdotal records and rubric that ethically support child's attainment and reflection)</i>	Candidate shows proficiency in practicing responsible assessment that provides ethical, diverse and supportive measurement and evaluation of each child's learning	Candidate shows basic proficiency in practicing responsible assessment that provides ethical, diverse and supportive measurement and evaluation of each child's learning	Candidate shows poor proficiency practicing responsible assessment that fails to provide ethical, diverse and supportive measurement and evaluation of each child's learning

NAEYC STANDARD	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
<p>STANDARD 4: Teaching and Learning</p> <p>(4a) Connecting with children and families <i>(As evidenced interacting during taught lesson and observed by supervisor/cooperating teacher)</i></p> <p>(4b) Using developmentally effective approaches <i>(As evidenced in writing and implementing activity plan and observed by supervisor/cooperating teacher)</i></p> <p>(4c) Understanding content knowledge in early childhood <i>(As evidenced in writing and implementing lesson plan that include and integrate multiple content areas and observed by supervisor/cooperating teacher)</i></p>	<p>Candidate consistently demonstrates warm, responsive relationships with all children in ways that fully recognize their individual learning and cultural needs.</p> <p>Candidate demonstrates good proficiency in the use of early childhood learning principles that ensure the use of a range of broad developmentally-effective teaching approaches. All children individually, and as a group, are challenged with rich, differentiated integrated learning opportunities that include varied materials (including technology), are both child and adult initiated, are culturally aware, use play, talk, socialization and choice.</p> <p>Candidate creates effective curriculum based on a thorough understanding of all children's development and learning processes in which ELA, math, science, social studies, art, and movement content knowledge exists in ways that ensure all SPLICE domains are fully addressed. Candidate differentiates teaching to ensure that each child's individual learning and cultural needs are met and that teaching is bias free.</p>	<p>Candidate demonstrates positive relationships with all children in ways that recognize their individual emotional, learning and cultural needs.</p> <p>Candidate demonstrate beginning proficiency in the use of early childhood learning principles that ensure the use of developmentally-effective teaching approaches. Children are challenged with differentiated learning opportunities that include appropriate materials (including technology), are child and adult initiated, are culturally aware, use some elements of play, talk, socialization, and choice.</p> <p>Candidate creates appropriate curriculum based on an understanding of children's development and learning processes in which ELA, math, science, social studies, art, and movement content knowledge exist in ways that ensure SPLICE learning and developmental domains are addressed. Candidate acceptably differentiates teaching to ensure that each child's individual learning and cultural needs are met and that teaching is bias free.</p>	<p>Candidate does not demonstrate responsive relationships with all children in ways that recognize each child's individual emotional, learning and cultural needs.</p> <p>Candidate demonstrates weak proficiency in the use of early childhood principles that fail to ensure that developmentally-effective teaching approaches are used. Children are not challenged with differentiated learning opportunities based on the manipulation of materials (including technology), cultural awareness, use of play, talk, socialization, and choice.</p> <p>Candidate creates weak curriculum that is not based on an understanding of children's developmental and learning processes in which ELA, math, science, social studies, art, and movement content knowledge does not exist in ways that ensure that SPLICE learning and developmental domains are addressed. Candidate does not differentiate teaching to ensure that each child's individual learning and cultural needs are met and that teaching is bias free.</p>

