RUBRICS
FOR
PHYSICAL EDUCATION

SOE STANDARD – DISCIPLINARY FOUNDATIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Disciplinary foundations: demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

	DOES NOT MEET (undergraduate/graduate level)	MEETS (undergraduate/graduate level)	EXCEEDS (undergraduate/graduate level)
Knowledge Bases of Disciplinary Foundations	Understands in a limited or perfunctory way one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for the interpretive study of educational phenomenon as related to the disciplinary foundations of education)	Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis (e.g., can identify and summarize the essential or core ideas, concepts and theories.)	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication.)
Modes of inquiry	Exhibits little or no interests in developing the critical/analytical skills and understanding for using the interpretive modes of educational inquiry as related to one or more of the disciplinary foundations knowledge bases.	Exhibits a general appreciation for developing the critical/analytical skills and understanding necessary for using interpretive modes of educational inquiry related to the disciplinary foundations knowledge bases.	Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of educational inquiry to develop systematic logical argument(s) and synthesis issues and ideas related to one or more of the disciplinary foundations of education knowledge bases.
Interpreting Educational Frameworks	Exhibits little or no appreciation for past and present ideas, theories and/or intellectual traditions in one or more of the disciplinary foundations of education as it relates to the interpretive study of educational phenomenon and/or praxis.	Exhibits a general appreciation for the past and present ideas in the interpretive study of educational phenomenon and/or praxis as related to one or more of the disciplinary foundations knowledge bases. (e.g., desires to make connections between past and/or present theories and/or intellectual traditions)	Demonstrates an exceptional and sophisticated appreciation of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis (e.g., exhibits an extraordinary desire to creatively, critically and systematically interpret the connections between past and/or present theories and/or intellectual traditions.

Prepared by Stephen Haymes June 5, 2002

SOE STANDARD -- TRANSFORMATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Transformation: Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social**.**

	DOES NOT MEET (undergraduate/graduate level)	MEETS (undergraduate/graduate)	EXCEEDS) (undergraduate/graduate level)
Understanding Frameworks of Transformation	Understands in a limited or perfunctory way theoretical frameworks of human transformation in social and cultural contexts as related to educational phenomenon and/or praxis (e.g., no appreciation for the educational study of human transformation in social and cultural contexts.	Demonstrates a beginning (minimum), and general awareness and appreciation for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis (e.g., exhibits an appreciation and desire to know; can identify and summarize the essential or core ideas, concepts and theories as related to the educational study of human transformation in social and cultural contexts.	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication and exceptional appreciation for the educational study of human transformation in social and cultural contexts)
Analytical Skills of Transformation	Exhibits little or no interests in developing the ability and critical/analytical skills necessary to understand and appreciate the organizing principles influencing the educational dynamics of human transformation.	Exhibits a general appreciation for developing the ability and critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.	Demonstrates an exceptional and sophisticated ability and use of critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.

Prepared by Stephen Haymes, June 5, 2002

SOE STANDARD -- DENTITY DEVELOPMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Identity Development. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

	DOES NOT MEET (at the preservice level)	**MEETS** (at the preservice level)	**EXCEEDS)** (at the preservice level)
Disciplinary Bases of Identity Development	Demonstrates a limited (rote) understanding of the social and cultural dimensions of human development. Exhibits limited ability or an unwillingness to engage new ideas, theories, and concepts, or to consider the ways in which social, cultural and institutional factors shape human development.	Demonstrates a basic understanding of human development as a social, psychological, and cultural process within and across generations (e.g. articulates and compares focal theoretical perspectives, their implications, and limitations).	Demonstrates a profound understanding of the social, psychological, and cultural dimensions of human development within the lifespan and across historical time. Poses thoughtful, insightful questions and initiates analytical, theoretically grounded, interdisciplinary inquiry to examine and address complex issues regarding human life.
Human Development and Identity Transformation Processes	Demonstrates a limited interest in or understanding of the role of power and privilege in the construction of identities and the processes of human growth and change. Demonstrates an inability to consider, embrace, or systematically challenge new ideas through written inquiry, analysis, or discussion, or debate.	Demonstrates a basic, minimal understanding of the role of social institutions and power relationships in constructing/ contesting identities and processes of human development. Has a beginning appreciation for the sociological dimensions as well as the psychological dimensions of human development.	Demonstrates a broad-based understanding of the complex role of institutions and societal relations of power and privilege in the construction of identities and in shaping multiple aspects of human growth and change. Demonstrates a sophistication in interrogating and synthesizing the multifaceted, complex interdependent relationship between individuals and social dimensions of human thought and activity.
Understanding Identity Dimensions	Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity. Displays an inability or unwillingness to be self-reflexive or develop the skills/tools to understand the significance of dimensions of identity.	Demonstrates a general understanding and appreciation of dimensions of identity, e.g. race, social class, and gender as interdependent social constructions that are forged in the context of sociohistorical relationships.	Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize identificatory meanings, lived experiences and institutional practices that inform concepts and representations of the self and other.
Self-Reflective Processes	Demonstrates little understanding of or is unable to grasp the sociocultural or historical nature of the process of identity formation, e.g. is unable to simultaneously	Demonstrates a self-reflective understanding of identity as a sociocultural, historical process of meaning-making on the individual	Demonstrates a deep, self-reflective understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the

	consider individual-psychological and the social-relational nature of human growth and change.	and social level.	complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
Institutional and Human Roles in Identity Construction	Demonstrates a limited understanding of the role of institutions or societal structures in the construction of individual and social identities.	Demonstrates a basic understanding of the role of institutions and human agency in. shaping and contesting identity constructions in the context of social relations.	Demonstrates an understanding of the role of human agency and institutions in processes of identity construction that promote personal and social transformation. Illustrates an interest in and commitment to critically examine and interpret theoretical perspectives, institutional policy and social practice as they inform the construction and negotiation of identities.
Difference and Multivocality	Demonstrates a limited or no understanding of difference or multivocality in education and the importance of social equity in promoting human growth and change.	Demonstrates an understanding of difference and multivocality in education in promoting social equity and human growth and change, e.g. curriculum, policy, professional practice.	Demonstrates a profound understanding of difference and multivocality in multiple educational sites in promoting/inhibiting human growth and change. Values and demonstrates the ability to interpret and synthesize a multiplicity of voices and theoretical perspectives and to consider their implications for educational policy and practice

SOE STANDARD – UNDERSTANDING DIFFERENCE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Social Relations of Inequality	Demonstrates a limited understanding of the social constructs of race, social class, and gender, and are unable to grasp the hierarchical relationships in society that institutionalizes privileged positions for some and marginalized positions for others.	Understands that race, social class, gender and other dimensions of identity are social constructs that grow out of relations of power that privilege some and marginalize others.	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
Multiple Dimensions of Identity	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts and that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individuals' and groups' lived experience and social position.
Educational contexts and identity construction	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

PE STANDARD – HUMAN GROWTH AND DEVELOPMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Human Growth and Development. Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Monitor individual and group performance	Teacher candidates do not monitor individual or group performance. They show poor observation skills, and an inability to describe, either verbally or in writing, the environmental needs of the student.	Teacher candidates demonstrate the ability to determine student needs through appropriate monitoring which is followed by design of safe learning environments.	Teacher candidates demonstrate strong observation and monitoring skills, leading them to design safe instruction in a variety of activities, to meet student developmental needs in all domains.
Refining learning/practice opportunities based on assessment	Teacher candidates identify developmentally inappropriate content based on observation and assessment of student readiness and expected progression.	Teacher candidates can identify and implement developmentally appropriate learning opportunities for a whole class, and are able to extend and refine content for the class as appropriate.	Teacher candidates identify and implement developmentally appropriate content, and then individualize instruction for those students who exhibit greater readiness or faster progression of learning.
Creating learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates identify inappropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates demonstrate understanding of the interaction of student, learning environment and task, and can identify/select appropriate learning/practice opportunities based on this understanding.	Teacher candidates consistently identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

PE STANDARD – PHYSIOLOGY & BIOMECHANICS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Physiology & Biomechanics. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Applies Physiological and Biomechanical Concepts	TC applies physiological and biomechanical concepts in planning for and delivering instruction.	TC appropriately applies physiological and biomechanical concepts in planning for and delivering instruction.	TC appropriately applies physiological and biomechanical concepts in planning for and delivering instruction for all stages of student proficiency.
Uses Skill Cues	Skill cues are appropriate in plan, but TC fails to use the identified skill cues during the lesson.	Skill cues identified in the plan are used during the lesson.	Skill cues are identified in the plan and are consistently used during the lesson.
Movement Instruction	TC instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with only the "how" of the movement, physical activity, or fitness.	TC instruction for skillful movement, physical activities, or fitness includes the "how" and "why" of the movement, physical activity, or fitness.	TC instruction for skillful movement, physical activity, or fitness includes the "how" and "why" of the movement, physical activity, or fitness.
Physiology & Biomechanics Assessments	TC fails to meet the criterion score established by the program on selected assessments in physiology and/or biomechanics.	TC meets the criterion score established by the program on selected assessments in physiology and biomechanics.	TC exceeds the criterion score established by the program on selected assessments in physiology and biomechanics.

PE STANDARD – MOTOR LEARNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Motor Learning.   Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity, and fitness

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Motor Learning Theories	TC demonstrate knowledge of the various theories, but fails to apply theories to teaching.	TC demonstrates knowledge of the various theories and applies the theories to teaching.	TC appropriately applies motor learning, psychological, and behavioral theory in planning for and delivering instruction
Practice Conditions	Practice conditions used for skill acquisition do not allow for individual differences	Practice conditions allow for individual differences	Practice conditions allow for individual differences and practice conditions are adjusted based on student responses.
Psychological/Behavioral Theories	TC uses punitive measures to control behavior.	TC controls student behavior through the use of proactive strategies (i.e. catch them when they are good, awarding positive behavior, etc.)	TC controls student behavior using proactive strategies including encouraging student self-responsibility.
Motor Learning Assessments	TC fails to meet the criterion score established by the program on assessments in motor learning and/or psychological/ behavioral theory.	TC meets the criterion score established by the program on assessments in motor learning and psychological/behavioral theory.	TC exceeds the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory.

PE STANDARD – MOTOR DEVELOPMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Motor Development. Describes and applies motor development theory and principles related to skillful movement, physical activity, and fitness

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Planning	TC applies motor development theory and principles in planning for the lesson	TC appropriately applies motor development theory and principles in planning for and delivering instruction.	TC appropriately applies motor development theory and principles in planning for instruction (for all stages of student proficiency)
Instruction	TC fails to account for developmental differences during instruction.	TC plans and implement lessons that are developmentally appropriate (neither too hard nor too easy).	TC appropriately applies motor development theory and principles in delivering instruction (for all stages of student proficiency); evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities, and personal fitness.
Practice	TC fails to account for developmental differences during practice activities.	TC demonstrates application of motor development theory by using developmentally appropriate teaching cues, and planning developmentally appropriate practice opportunities.	
Motor Development Assessments	TC fails to meet the criterion score established by the program on assessments in motor development.	TC meets the criterion score established by the program on assessments in motor development.	TC exceeds the criterion score established by the program on assessments of motor development.

PE STANDARD – FOUNDATIONAL PERSPECTIVES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Foundational Perspectives. Identifies historical, philosophical, and social perspectives of physical education issues and legislation

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Historical, Philosophical, Social Perspectives Assessment	TC fails to meet criterion scores established by the program on assessments in historical, philosophical, and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.	TC meets criterion scores established by the program on assessments in historical, philosophical, and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.	TC exceeds criterion scores established by the program on assessments in historical, philosophical, and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.

PE STANDARD – MOTOR SKILLS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Motor Skills. Analyzes and corrects critical elements of motor skills and performance concepts.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Analyze movements	TC can analyze, detect, and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format.	TC analyzes, detects, and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements.	TC analyzes, detects, and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements.
Feedback on Skills	TC can identify key elements of motor skills, but feedback on the skills is non-specific.	TC provides specific, corrective feedback on critical elements for motor skills.	TC provides specific, corrective feedback on critical elements for both motor skills and tactics.
Motor Skill Lessons	Lessons focus on skills without consideration for the context in which skills are executed.	Lessons focus on skills with consideration for the context in which skills are executed.	
Objectives for Strategies & Tactics		TC identifies objectives related to decision making and the use of strategies and tactics.	TC identifies objectives related to decision making and the effective use of strategies and tactics and plans practice activities congruent to objectives.
Feedback on Strategies & Tactics	TC provides limited feedback to students on the effective use of tactics and strategies	TC provides feedback to students on the effective use of strategies and tactics.	TC provides specific, corrective feedback to students on the effective use of strategies and tactics.

PE STANDARD – PERSONAL COMPETENCE*
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Personal Competence. Demonstrates personal competence in motor skill performance for a variety of physical activities and movement patterns

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Fundamental Movement Patterns	TC can demonstrate all fundamental movement skills at the automatic stage, but only in isolation (a non-authentic environment; not within a variety of physical activities or in coordination with other movement patterns).	TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment.	TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment.
Combined Movement Patterns	TC demonstrates movement skills at the control level.	TC demonstrates the ability to combine movement patterns into a sequence.	TC demonstrates the ability to combine and adapt skills during game play.
Level of Competence	Skills competency is at the recreational level of motor performance	TC demonstrates movement skills at the utilization level across a variety of physical activities.	TC consistently performs at the utilization level of motor competency across all activities.
Variety of Activities		TC demonstrates competency in a variety physical activities.	TC demonstrates proficiency in a variety of physical activities.

*TC competence will be defined by the program and assessed accordingly. All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to usr a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.

PE STANDARD – PERSONAL FITNESS*
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Personal Fitness. Achieves and maintains a health-enhancing level of fitness throughout the program

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Fitness Components	TC performs below the age- and gender-specific levels for one or more of the 5 components of health-related physical fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing.	TC meets the age- and gender-specific levels for each of the 5 components of health-related physical fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing.	TC exceeds the age- and gender-specific levels for each of the 5 components of health-related physical fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing.

*TC competence will be defined by the program and assessed accordingly. All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.

PE STANDARD – SKILLED PERFORMANCE*
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Skilled Performance. Demonstrates performance concepts related to skillful movement in a variety of physical activities

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Selection & Execution	TC cannot select what to do and/or cannot execute that selection appropriately in the authentic environment for a variety of physical activities.	TC correctly selects what to do and executes that selection appropriately in the authentic environment for a variety of physical activities.	TC correctly selects what to do and executes that selection appropriately in a variety of activities.
Strategy & Tactics	TC uses ineffective strategies in attempting to create open space (offensive tactics) or close open space (defensive tactics) while participating in physical activity	TC can apply strategies that effectively create open space (offensive tactics) and close open space (defensive) tactics while participating in physical activity.	TC executes advanced strategies using skills at appropriate times and/or appropriate situations. In addition, TC anticipates and gains an advantage while participating in physical activity.

*TC competence will be defined by the program and assessed accordingly. All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.

PE STANDARD – SHORT & LONG-TERM PLANS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Short & Long-Term Plans. Designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Planning	TC fails to make both long and short term plans. OR Planning is limited to daily lesson plans with no plan for long term instructional goals for the unit.	TC designs and implements short and long term plans.	TC designs and implements short and long term plans using such strategies as backward mapping to ensure learning is sequential.
Objectives	Lesson objectives are not aligned with identified long term goals (unit).	Learning activities are congruent with short term (lesson objectives) and long term (unit objectives) goals and are linked directly to student needs.	Short and long term goals are linked directly to student learning activities.
Activities	Planned learning activities are out of alignment with instructional or programmatic goals		
Quality & Depth of Planning		TC uses strategies such as backward mapping in planning short and long term goals.	Short and long term goals inform instruction and learning activities and allow for differentiated instruction and multiple means of teaching sequences.

PE STANDARD – PLANNING GOALS & OBJECTIVES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Planning Goals & Objectives. Develops and implements appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Content of Objectives	Objectives are inappropriate for the subject area and/or only contain performance.	Objectives are appropriate for subject area.	Objectives are appropriate for the subject area and incorporate multiple domains of learning or content areas.
Level of Difficulty	Objectives are inappropriate for the developmental level of learners by being either too difficult or too easy.	Objectives are appropriate for the developmental level of learners and provide appropriate challenges for students (tasks are neither too easy nor too difficult).	Objectives are appropriate for the developmental level of learners, and provide appropriate challenges for students (tasks are neither too easy nor too difficult).
Criteria for Mastery		Objectives are measurable and most objectives identify criteria.	Objectives are measurable and each contains criteria for student mastery.
Aligned with Standards	Objectives are appropriate, but TC fails to align objectives with local, state, and/or national standards.	Objectives are connected appropriately to local, state, and/or national standards.	Objectives are explicitly connected to local, state, and/or national standards.

PE STANDARD – PLANNING LESSON CONTENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Planning Lesson Content. Designs and implements content that is aligned with lesson objectives.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Congruence with Context	TC selects model/approach that is incongruent with the subject matter/content, student population, and/or goals/objectives.	TC selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed.	TC selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery.
Congruence with Environmental and Student Variables	Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed.	Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment, space, and context (open or closed environment) in which the skill/activity will be performed.	The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed.
Congruence of Activities and Achievement	Students participating in the learning activities fail to achieve the lesson objectives.	Learning activities allow students to achieve objectives.	Learning activities allow students to achieve objectives.

PE STANDARD – PLANNING & MANAGING RESOURCES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Planning & Managing Resources. Plan for and manage resources to provide active, fair, and equitable learning experiences.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Individualized Instruction	TC does not plan or minimally plans for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized and a "one size fits all" approach is taken.	TC plans for instructional adaptations for individual differences (abilities/needs/interest).	TC's plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale.
Rationale for Adaptations		TC can articulate an appropriate rationale for adaptations.	
Instructional Approaches	TC uses one instructional model/approach throughout the lesson.	TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences.	TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences.
Providing Choices	TC does not make adaptations or offer choices in equipment, space use, or practice tasks based on individual differences.	TC provides student choices in equipment, space, or level of practice tasks based on individual differences.	Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences

PE STANDARD – PLANNING ADAPTATIONS FOR DIVERSE STUDENTS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Planning Adaptations for Diverse Students. Plans and adapts instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Differences in Learning and Learning Style	Identification of differences in approaches to learning is limited and/or understanding of how multiple factors (individual experiences, talents, disabilities, prior learning, language, family, and culture and community values) influence learning and demonstration of learning is inadequate of inappropriate	Understands and identifies differences in approaches to learning and how multiple factors (individual experiences, talents, disabilities, prior learning, language, family, and culture and community values) influence learning and demonstration of learning	Identification of differences in approaches to learning is thorough and detailed and understanding of how multiple factors (individual experiences, talents, disabilities, prior learning, language, family, and culture and community values) influence learning and demonstration of learning is sensitive and insightful
Appreciation of diversity	Appreciation of the contributions of others (specialists, colleagues) and contributions of diverse cultures is minimal and/or efforts to seek such contributions are limited.	Demonstrates an appreciation of contributions of others (specialists, colleagues) and contributions of diverse cultures; efforts to seek such contributions are appropriate	Demonstrates a heightened awareness of the contributions of others (specialists, colleagues) and values the contributions of diverse cultures highly, making special efforts to identify and integrate such contributions into instruction
Planning for Diversity	TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status.	TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status.	TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight.
Teaching to Diversity	TC does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play.	TC demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate, and grouping students for instruction and play.	It is clear from the TC's behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision making.
Collaborating with IEP Team	TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.	TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities.	TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.

PE STANDARD – PLANNING PROGRESSIVE, SEQUENTIAL INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Planning Progressive, Sequential Instruction. Plans and implements progressive and sequential instruction that addresses the diverse needs of all students

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Context & Methods		TC considers the context of the teaching environment and that the context is reflected in the planning and implementation of lessons. Multiple methods are used to convey content.	
Developmental Levels	Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy.	Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (task are neither too easy nor too difficult for students).	Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult).
Sequence & Progression	The sequence of the lesson may be illogical, with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery.	The sequence of the lesson(s) is logical, with few gaps in progressions. Progressions are sequential and progressive with no gaps.	The sequence of the lesson is logical with no gaps in progressions. Learning/ practice tasks are arranged in sequential and progressive steps to facilitate learning. Progressions are sequential with opportunities for students to extend tasks to increase or decrease the challenge. Learning/practice tasks allow students to begin and end at different levels based on individual readiness.
Assessment	TC fails to pre-assess students to determine an appropriate starting point.		TC pre-assesses students to determine an appropriate starting point. TC individualizes starting points for students based on student pre-assessment.
Adjustments	TC fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity.	Task complexity is appropriate for skill and developmental levels of students. TC makes some adjustments to tasks to accommodate students' developmental levels, but adjustments are across the entire class and not individualized.	TC makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized.
Grouping	Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson.	TC groups students in a variety of ways based on objectives for lessons.	

Expectations		All students are expected to learn and achieve mastery.	TC sets high expectations for all students.

PE STANDARD – PLANNING FOR TECHNOLOGY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Planning for Technology. Demonstrates knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Integration of Technology	TC does not make appropriate use of the available technology.	TC integrates learning experiences that involve students in the use of available technology.	TC integrates learning experiences that require students to use various technologies in a physical activity setting.
Knowledge of Technology	TC demonstrates limited knowledge of current technology and its applications in a physical activity setting.	TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting.	TC demonstrates mastery of current technologies and uses the technology to enhance student learning.
Technology for Student Feedback			TC also incorporates technology such as pedometers, video, etc. to provide feedback to students.
Allignment with Objectives	TC's use of technology does not align with lesson objectives.	TC's use of technology is aligned with lesson objectives.	TC's use of technology is aligned with lesson objectives.

PE STANDARD – COMMUNICATION SKILLS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Communication Skills. Demonstrates effective verbal and non-verbal communication skills across a variety of instructional formats.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Grammar & Diction	TC's verbal interactions have an occasional mistake in grammar, poor diction, and/or inappropriate language for the age and skill level of students.	TC's verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate a regional colloquialism.	TC uses proper grammar and diction.
Pacing	The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection.	Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection.	Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection.
Forms of Communication	All communication is verbal with no other form of communication used.	Verbal and nonverbal communication is used throughout the lesson.	Multiple forms of communication such as tasks sheets, bulletin boards, etc. are used throughout the lesson.

PE STANDARD – DELIVERING INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Delivering Instruction. Implements effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Demonstration/Modeling	TC either provides no demonstration or an incorrect demonstration during the instructional episode.	TC provides an effective demonstration/model during the instructional episode.	TC provides an effective demonstration/model during the instructional episode.
Cues & Prompts	Instructional cues are incorrect or do not identify key elements of the skill/strategies. TC provides either too few or too many instructional cues or prompts for the developmental level of students.	TC creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. TC repeats the cues/prompts multiple times during the lesson.	TC creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. TC consistently repeats the instructional cues or prompts throughout the lesson.

PE STANDARD – PROVIDING FEEDBACK
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Providing Feedback. Provides effective instructional feedback for skill acquisition, student learning, and motivation.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Specificity of Feedback	TC provides generalized feedback only	TC provides both generalized and corrective feedback that is well-timed.	TC provides positive, specific, corrective feedback that is well-timed.
Link to Student Response	TC does not connect the feedback to a specific response.	Feedback is linked directly to student responses.	Feedback is linked directly to student responses and identifies key elements.
Functions of Feedback	Feedback is motivational and not corrective.	A combination of positive, specific and corrective feedback is used.	
Type of Feedback	Feedback is provided to the group as a whole.	Both individual and group feedback is given.	Both individual and group feedback is given.

PE STANDARD – ADJUSTING INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Adjusting Instruction. Recognizes the changing dynamics of the environment and adjust instructional tasks based on student responses.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Flexible Adjustments	TC delivers lessons by remaining on script without regard to student responses. TC fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.	TC makes adjustments to planned lesson based on student responses. TC demonstrates flexibility in the lesson or with students by adjusting lesson based on student responses.	TC demonstrates flexibility and creativity when adjusting the lesson based on student responses.
Teachable Moments			TC appropriately responds to teachable moments during the lesson.

PE STANDARD – MANAGING THE ENVIRONMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Managing the Environment. Uses managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Establishment of Rules	TC has ineffective rules or has difficulty in implementing classroom rules.	TC has established rules for the classroom and consistently enforced these rules.	TC has established rules that are consistently enforced.
Clarity of Rules	Rules lack clarity or are stated in language inappropriate for the age group.	Rules are stated in developmentally appropriate language.	Rules are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues.
Managerial Routines	Managerial routines are not present and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines.	Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines.	Managerial routines are present and innovative such as multiple equipment distribution points.
Use of Space	Arrangement of students does not allow them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart).	Effective use of space is evident in the lesson (students are neither too far or too close together).	Space use is maximized through careful planning with students participating in the organization of the space for their use.
Stop/Start Signals	There is not a clear stop and start signal in place.	There is a clear stop and start signal in place.	Stop and start signals are clear and creative
Supportive Environment		TC creates a supportive environment that invites student participation	TC creates a supportive environment where students are encouraged and supported.
Addressing Behavior Issues	Behavior issues are addressed insufficiently or ineffectively.	Behavior issues are immediately, efficiently, and effectively addressed by such proactive strategies as student prompts.	Students consistently self-manage their behavior during lessons.

PE STANDARD – MANAGING STUDENT BEHAVIORS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Managing Student Behaviors. Implements strategies to help students demonstrates responsible personal and social behaviors in a productive learning environment.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Instructional Approach	TC relies on direct instruction for each lesson.	TC selects both direct and indirect instructional approaches including task and inquiry (problem solving).	TC selects both direct and indirect instructional approaches including cooperative learning, peer teaching, and child-designed instruction.
Student Choices	Students are not allowed to make decisions in the context of the class. Student's only choice is to participate or not to participate in the lesson.	Students are given choices throughout the lesson about equipment, starting points, or partners or groups.	Students are given multiple choices during the lesson.

PE STANDARD – MEASURING STUDENT ACHIEVEMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Measuring Student Achievement. Selects or creates appropriate assessments that will measure student achievement of goals and objectives.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Assessment Strategies	TC shows no evidence (or minimal evidence) of planning for formal or informal assessment.	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly.	On-going assessments as well as summative and formative assessments are used in many contexts.
Record Keeping	There is no plan for record keeping or analysis of data.	TC has a plan for record keeping and analysis of data. Student progress is recorded.	Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators).
Appropriateness of Assessments	Assessments do not match/measure the lesson objectives and/or standards. Some of the objectives are not assessed.	Planned assessments are appropriate for the lesson and/or standards.	
Use of Assessment for Future Planning			TC uses assessments to plan future lessons.

PE STANDARD – EVALUATING STUDENT LEARNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Evaluating Student Learning. Uses appropriate assessments to evaluate student learning before, during, and after instruction.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Assessment Strategies	TC demonstrates no evidence (or minimal evidence) of planning for or use of formal or informal assessment.	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly.	TC uses multiple assessments.
Appropriateness of Assessments	If assessment is used, it only occurs after instruction. Assessments do not match the lesson objectives and/or standards. Grades are determined by "effort" or "participation."	Planned assessments are appropriate for the lesson and/or standards.	On-going assessments as well as summative and formative assessments are used in many contexts.
Record Keeping		Record keeping provides information on student learning.	Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators).
Use of Pre-Assessment	Learning/practice opportunities are not based on pre-assessments.	Learning/practice opportunities are based on pre-assessments.	Learning/practice opportunities are based on pre-assessments.
Use of Assessment to Inform Instruction and Student Achievement	Instruction is informed by instructional plan with no regard for pre-assessments or formative assessments.	Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades.	Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Formative assessments are used which allow students to achieve mastery on summative assessments.

PE STANDARD – REFLECTING ON STUDENT ACHIEVEMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Reflecting on Student Achievement. Uses the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Use of Reflective Cycle	TC plans lessons without considering previous accomplishments. Plans lessons according to teaching preferences vs. student needs. Learning/practice opportunities are not based on pre-assessments and students' developmental levels.	TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, or implement change based on reflection.	TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, and implement change based on reflection.
Reflection Informs Lessons		Changes based on reflection are placed into action in lessons.	Changes based on reflection are placed into action in lessons.
Reflection Informs Short & Long Term Goals			Short and long term goals are modified based on the reflective cycle

PE STANDARD – EMERGENCIES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Emergencies.   Uses the knowledge related to first and CPR to respond appropriately to emergency situations in a school environment.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Commitment to Safety	Teacher candidates demonstrate a very limited commitment to the safety of students participating in athletic activities	Teacher candidates demonstrate an appropriate commitment to the safety of students participating in athletic activities	Teacher candidates demonstrate a strong, proactive commitment to the safety of students participating in athletic activities
First Aid	Teacher candidates demonstrate a very limited knowledge of first aid and/or apply it inappropriately	Teacher candidates can identify and apply principles of first aid appropriately	Teacher candidates consistently and effectively identify and use principles of first aid
CPR	Teacher candidates demonstrate a very limited knowledge of CPR and/or apply it inappropriately	Teacher candidates can identify and apply principles of CPR appropriately	Teacher candidates consistently and effectively identify and use principles of CPR
Athletic Injuries	Teacher candidates demonstrate a very limited knowledge of athletic injuries and/or provide insufficient or inappropriate care for students who sustain such injuries	Teacher candidates demonstrate appropriate knowledge of athletic injuries and provide sufficient care for students who sustain such injuries	Teacher candidates demonstrate extensive knowledge of athletic injuries and provide highly effective care for students who sustain such injuries

SOE STANDARD -- DISABILITIES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Disabilities.   Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings**.**

	DOES NOT MEET	**MEETS**	**EXCEEDS**
Commitment to students with special needs	Demonstrates little or no understanding of the need to help students with disabilities achieve to their highest potential or is not committed to this goal	Demonstrates appropriate commitment to helping students with disabilities achieve to their highest potential	Demonstrates extraordinary commitment to helping students with disabilities achieve to their highest potential.
Implications of disability for human development	Demonstrates minimal or inadequate knowledge and application of typical and atypical development.	Demonstrates appropriate knowledge and application of typical and atypical development	Demonstrates a thorough and detailed knowledge and application of typical and atypical development
Special education law	Educational decisions and planning reflect minimal, inadequate, or inappropriate knowledge and application of special education law	Educational decisions and planning reflect adequate knowledge and application of core provisions of special education law	Educational decisions and planning reflect thorough and detailed knowledge and application of special education law
Positive climate and social interaction	Creates an inadequate or inappropriate climate for special learners and minimally promotes social interactions between typical and special learners	Creates a positive climate for special learners and promotes social interactions between typical and special learners	Proactively creates a highly positive climate and takes special care to promote social interactions between typical and special learners
Adapting curriculum, instruction, materials and assessment	Strategies for adapting the general curriculum, instruction, materials and assessment are incomplete, inadequate or inappropriate	Adapts the general curriculum and use instruction, materials and assessment that are appropriate for the needs of the special learner.	Creatively adapts the general curriculum, instruction, materials, and assessment, and incorporates assistive technology appropriate for the needs of the special learner
Collaboration with colleagues and families/communities	Collaboration with colleagues and families is minimal and support for students is inadequate or inappropriate	Provides appropriate support for students by collaborating with colleagues and families	Collaboration with colleagues and families to support students with disabilities is sensitive, extensive, and proactive

SOE STANDARD -- TECHNOLOGY I
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Commitment to using technology	Demonstrates little or no understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates appropriate understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates extraordinary understanding of & commitment to providing engaging technology-based learning opportunities for all students
Knowledge of the IL Learning Standards	Demonstrates insufficient core knowledge of the IL technology-related Learning Standards & technology terminology appropriate to the certificate area	Demonstrates adequate core knowledge of the IL technology-related Learning Standards & technology terminology appropriate to the certificate area	Demonstrates extensive knowledge of the core IL technology-related Learning Standards & technology terminology appropriate to the certificate area
Hardware & software	Displays limited ability to plan technology-based activities that reflect accurate knowledge of hardware & software plus appropriate pedagogical approaches	Plans technology-based activities based on accurate knowledge of hardware & software plus appropriate pedagogical approaches	Technology-based activities reflect thorough, integrated knowledge of hardware & software plus appropriate pedagogical approaches
Matching technology to students' needs	Evidences limited or no ability to critique & use hardware & software based on students' learning needs	Adequately critiques & uses hardware & software based on students' learning needs	Highly individualizes hardware/ software content & students' use to meet individual needs & the learning situation; rationales for uses reflect keen ability to evaluate utility of the hardware &/or software for each context
Assessment of students' technology uses	Demonstrates inadequate ability to design & use assessment tools for monitoring students' growth in understanding & using technology	Designs appropriate assessment processes & procedures that monitor students' growth in understanding & using technology	Designs & integrates appropriate, multifaceted assessment tools & practices into students' engagements with technology, to monitor growth in understanding & skills

SOE STANDARD --   TECHNOLOGY II
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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Technology II.   Understands and uses technology to enhance his/her teaching

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Productivity tools	Shows little or no evidence of ability to use productivity tools appropriately for instruction or program management	Appropriately uses basic productivity tools (e.g., word processing, spread sheet) for instruction or program management	Thoroughly & creatively integrates a variety of productivity tools into instruction &/or program management repertoire
Technology-based resources	Demonstrates limited skilled use of technology resources for personal professional development &/or professional communication	Appropriately uses technology resources (e.g., Internet, email, productivity tools) to research & to communicate with other professionals	Keenly chooses & skillfully uses technology-based resources for professional research & communication with the professional community
Ethical principles	Demonstrates limited or superficial awareness of the ethical principles involved in using and sharing technology resources and/or does not adhere to these principles	Demonstrates appropriate awareness of and adherence to the ethical principles involved in using and sharing technology resources	Models excellence in adhering to and or expressing awareness of the ethical principles involved in using and sharing technology resources

PE STANDARD – LITERACY TECHNIQUES & STRATEGIES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Arts: Literacy Techniques & Strategies. Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

	DOES NOT MEET (at the preservice level)	**MEETS** (at the preservice level)	**EXCEEDS** (at the preservice level)
Commitment to Literacy Development	Appreciation for the needs for literacy development in general and/or the commitment to being a teacher of literacy in the specific discipline and/or grade level in which he/she is teaching is limited or unenthusiastic	Understands the need for literacy development in general and is committed to being a teacher of literacy in the specific discipline and/or grade level in which he/she is teaching	Appreciation for the need for literacy development in general and the commitment to being a teacher of literacy in the specific discipline and/or grade level in which he/she is teaching is exceptionally strong
Understanding Language Processes	As appropriate for the grade level, understanding of the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text" is insufficient or inaccurate.	As appropriate for the grade level, understands the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".	As appropriate for the grade level, nderstanding of the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text" is broad and deep.
Literacy Techniques	As appropriate for the grade level, use of effective literacy techniques to promote word identification, activate prior knowledge, build schema to enhance comprehension, make reading purposeful and meaningful, and extend content knowledge acquired from "text." is inadequate.	As appropriate for the grade level, uses effective literacy techniques to promote word identification, activate prior knowledge, build schema to enhance comprehension, make reading purposeful and meaningful, and extend content knowledge acquired from "text."	As appropriate for the grade level, use of effective literacy techniques to promote word identification, activate prior knowledge, build schema to enhance comprehension, make reading purposeful and meaningful, and to extend content knowledge acquired from "text" is exceptionally highly effective and integrates theory and research
Literacy Strategies for ENL Learners	Use of strategies and techniques for teaching literacy skills to those whose first language is not English is limited or inaccurate.	Uses strategies and techniques for teaching literacy skills to those whose first language is not English.	Use of strategies and techniques for teaching literacy skills to those whose first language is not English is highly effective and integrates theory and research.

PE STANDARD – MODELING LITERACY SKILLS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Arts: Modeling Literacy Skills. Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS (at the preservice level)
Listening & Speaking Skills	One or more listening skills (focusing, thinking, asking questions, giving feedback) are weak and/or oral communication is limited in clarity, organization, coherence, supporting examples, and/or adaptation to audience	Listens well and speaks in a clear, well-organized and coherent manner, supporting ideas with explanations and examples, and adapting to the needs of listeners.	Listening skills are sensitive and highly developed and spoken language (clarity, organization, and coherence, support, and adaptation to audience), is exceptional
Reading Skills	Ability to understand, and/or clearly convey ideas from text limited.	Understands and clearly conveys ideas from text	Ability to understand and clearly convey ideas from text is exceptional and highly developed.
Writing Skills	Organization and coherence of written communication is limited and/or writer has difficulty adapting writing for different purposes and audiences	Communicates ideas in writing to accomplish a variety of purposes, and writes in a well-organized manner adapting communication as needed.	Ability to communicate ideas in writing to accomplish a variety of purposes is highly effective, and writing is exceptionally well-organized, coherent and well adapted to the individual needs of readers.
Modeling English	Knowledge of the rules of English is limited and/or modeling of the rules of English grammar, spelling, punctuation, capitalization, and syntax is limited or inaccurate	Knows the rules of English and models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both oral and written contexts correctly during instruction.	Has detailed knowledge of the rules of English and modeling of the rules of English grammar, spelling, punctuation, capitalization, and syntax in both oral and written contexts during instruction is highly accurate and effective.

PE STANDARD – LANGAUGE ARTS INSTRUCTION & IMPROVMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Arts: Instruction &Improvement. provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

	DOES NOT MEET (at the preservice level)	**MEETS** (at the preservice level)	**EXCEEDS** (at the preservice level)
Appropriate, Balanced Instruction & Assessment	Ability to use culturally appropriate communication to share ideas effectively in both written and oral formats and/or ability to balance modes of communication through use of a variety of media, instructional strategies, and assessments is limited or ineffective	Uses culturally appropriate communication to share ideas effectively in both written and oral formats and balances modes of communication through use of a variety of media, instructional strategies, and assessments	Ability to use culturally appropriate communication to share ideas effectively in both written and oral formats and to balance modes of communication through use of a variety of media, instructional strategies, and assessments is outstanding and highly effective
Multidisciplinary Instruction in LA	Displays inadequate ability and/or disposition to analyze grade-level content area materials to create successful learning through listening, speaking, reading and writing and/or use multi-disciplinary approaches in language arts instruction.	As appropriate for the grade level, analyzes content area materials to create successful learning through listening, speaking, reading and writing, and uses multi-disciplinary approaches in language arts instruction.	Analysis of grade-level content area materials to create successful learning through listening, speaking, reading and writing, and use of multi-disciplinary approaches for language arts instruction are exceptional, thorough, and highly effective.
Interaction & Engagement	Ability to facilitate groups, ask questions, elicit and probe responses, and summarize for comprehension to promote engagement in language arts instruction is insufficient or ineffective.	Promotes engagement in language arts instruction through facilitating groups, asking questions, eliciting and probing responses, and summarizing for comprehension	Ability to facilitate groups, ask questions, elicit and probe responses, and summarize for comprehension to promote engagement in language arts instruction is exceptional and highly developed
Facilitating Effective Use of Language	Ability to build on students prior experiences and existing language skills to help children become competent and effective users of language when designing learning experiences in English language arts is limited or ineffective	Designs learning experiences in English language arts that build on students prior experiences and existing language skills to help children become competent and effective users of language	Ability to build on students prior experiences and existing language skills to help children become competent and effective users of language when designing learning experiences in English language arts is extensive, insightful, and highly effective
Feedback and Improvement	Use of modeling, feedback and constructive criticism to assists students to improve language skills, including those with cultural differences or whose first language is not English. is insufficient, insensitive, or ineffective.	Uses modeling, feedback and constructive criticism to assist students to improve language skills, including those with cultural differences or whose first language is not English.	Use of modeling, feedback and constructive criticism to assists students to improve language skills, including those with cultural differences or whose first language is not English are based on theory and research, culturally sensitive, and especially effective

PE STANDARD -- PROEFESSIONAL DISPOSITIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Professional Dispositions.   Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Feedback	TC demonstrates characteristics of "motor elitism" by providing more feedback to highly skilled students.	TC provides equal amounts of feedback to students regardless of skill level.	TC provides equal amounts of feedback to students regardless of skill level.
Participation	TC excludes students during the lesson by having them participate less often in drills, games, or physical activity.	All students are encouraged to participate and equitable opportunities for participation in drills, games or physical activity are provided.	All students are encouraged to participate and equitable opportunities for participation in drills, games, or physical activity are provided.
Adaptations	TC fails to make adaptations in lesson for underperforming students.	TC makes adaptations in lesson for underperforming students.	TC makes adaptations in lesson for underperforming students.
Expectations			TC sets high expectations for all students.

PE STANDARD -- COLLABORATION & PROFESSIONAL GROWTH
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Collaboration & Professional Growth.   Participate in activities that enhance collaboration and lead to professional growth and development.

	Not Met (at preservice level)	Met (at preservice level)	Exceeds (at preservice level)
Growth & Development	TC participates in professional growth and development opportunities when directed to do so.	TC participates in professional growth and development opportunities when they are offered.	TC takes every opportunity to participate in professional development opportunities.
Professional Opportunities	TC meets the minimum professional development requirements for the program.	TC participates in professional opportunities beyond the program requirements, such as major's club, attendance at state conventions, health fairs, and Jump/Hoop for Hearts activities.	TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leaderships in student groups, and planning activities.
Collaboration	TC fails to document any collaboration with faculty, parents, supervising teachers and/or service projects as required by the program.	TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program.	TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements

PE STANDARD -- PROFESSIONAL CONDUCT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Professional Conduct.   Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Dress	TC dresses inappropriately for school setting in violation of school and university dress codes.	TC's dress is consistent with school and university guidelines.	TC's dress exceeds the requirements of the school and university guidelines.
Confidentiality	TC fails to maintain confidentiality regarding colleagues, students, or families.	TC maintains confidentiality regarding colleagues, students, or families.	TC maintains confidentiality regarding colleagues, students, or families.
Equitable Treatment	TC demonstrates favoritism for specific students or groups of students.	TC demonstrates behaviors that are consistent with equitable treatment for all students.	TC demonstrates behaviors that are consistent with equitable treatment for all students and foster an environment where all students are respectful of each other.
Appropriate Relationships	TC has inappropriate contact with students outside of the classroom or uses inappropriate language with or around students.	TC maintains professional relationships with students in and out of the school setting.	TC maintains professional relationships with students in and out of the school setting.
Bias	TC exhibits behaviors that are indicative of gender or racial bias.		

PE STANDARD -- RESPECT & SENSITIVITY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Respect & Sensitivity.   Communicate in ways that conveys respect and sensitivity.

	Not Met (at preservice level)	**Met** (at preservice level)	**Exceeds** (at preservice level)
Respect	TC interacts with others in a professional manner, but sometimes resorts to the use of "slang" terms during conversations with students.	TC occasionally demonstrates behaviors or language that is insensitive to cultural differences..	TC demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive.
Sensitivity	TC sometimes "puts down" students in front of classmates.	TC avoids sarcasm and "put downs" while interacting with students.	TC never uses "put downs" or sarcasm while teaching.
Culturally Responsive Teaching	TC attempts to teach in a culturally responsive way.	TC teaches using culturally responsive approaches.	TC demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive.