

**RUBRICS
FOR
SECONDARY ENGLISH LANGUAGE ARTS EDUCATION STANDARDS**

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 --Identity 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 consider individual-psychological and the social-relational nature of human growth and change.	Demonstrates a self-reflective understanding of identity as a sociocultural, historical process of meaning-making on the individual and social level.	Demonstrates a deep, self-reflective understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
Institutional and	Demonstrates a limited understanding of the	Demonstrates a basic understanding	Demonstrates an understanding of the role of

Human Roles in Identity Construction	role of institutions or societal structures in the construction of individual and social identities.	of the role of institutions and human agency in. shaping and contesting identity constructions in the context of social relations.	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.

**SECONDARY ENGLISH STANDARD –ENGLISH LANGUAGE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

English Language. Demonstrates knowledge of, and skills in the uses of, the English language.

	NOT MET	MET	EXCEEDS
Language Acquisition Process	Demonstrates limited knowledge of students' language acquisition and development processes so there is an insufficient basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates adequate knowledge of students' language acquisition and development that can be used as a basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates extensive and detailed knowledge of students' language acquisition and development that can be used as a basis for designing appropriate assessment and instructional activities that promote student learning
Connections among Language Modes	Demonstrates limited understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning so there is an insufficient basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates a deep and insightful understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning
Cultural/Social influences on Language	Demonstrates limited knowledge of the impact of cultural, economic, political, and social environments on language learning so there is an insufficient basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates an awareness of the impact of cultural, economic, political, and social environments on language which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning	Has a heightened awareness of the impact of cultural, economic, political, and social environments on language which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning
Language Evolution and Diversity	Shows limited or reluctant respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and/or limited knowledge of how and why language evolves across different regions, cultural groups, and time periods so there is an insufficient basis for designing appropriate assessment and instructional activities that promote student learning	Shows respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and knowledge of how and why language evolves across different regions, cultural groups, and time periods which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning	Shows exceptionally strong respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and extensive knowledge of how and why language evolves across different regions, cultural groups, and time periods which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning
Language Components and Grammars	Demonstrates limited knowledge of semantics, syntax, morphology, phonology and/or oral and written English grammars so there is an insufficient basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates adequate knowledge of semantics, syntax, morphology, phonology and oral and written English grammars which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates an in-depth knowledge of knowledge of semantics, syntax, morphology, phonology and oral and written English grammars which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning

**SECONDARY ENGLISH STANDARD -- LITERACY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Literacy. Demonstrates knowledge of the practices of oral, visual, and written literacy.

	NOT MET	MET	EXCEEDS
Language and Thinking	Demonstrates inadequate understanding of the influence that language and visual images have on thinking and composing so there is an insufficient basis for modeling and designing appropriate assessment and instructional activities that promote student learning	Demonstrates understanding of the influence of language and visual images on thinking and composing in their own work and used it as a basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates exceptionally strong and thorough understanding of the influence of language and visual images on thinking and composing in their own work which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning
Language and Learning	Demonstrates limited or inappropriate uses of writing, speaking, and observing as major forms of inquiry, reflection, and expression so there is an insufficient basis for modeling and designing appropriate assessment and instructional activities that promote student learning	Uses and models writing, speaking, and observing as major forms of inquiry, reflection, and expression and uses them as a basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates extensive and highly effective uses of writing, speaking, and observing as major forms of inquiry, reflection, and expression which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning
Language and Forms of Literacy	Exhibits infrequent or inappropriate uses of the processes of composing to create various forms of oral, visual, and written literacy so there is an insufficient basis for modeling and designing appropriate assessment and instructional activities that promote student learning	Uses and models composing processes in creating various forms of oral, visual, and written literacy and uses them as a basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates a variety of highly effective and/or creative uses composing processes in creating various forms of oral, visual, and written literacy which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning
Modes and Functions of Communication	Has difficulty using verbal and nonverbal communication (written, spoken, aural, kinesthetic) to effectively perform a variety of functions for varied audiences and purposes	Uses verbal and nonverbal communication (written, spoken, aural, kinesthetic) to effectively perform a variety of functions for varied audiences and purposes	Uses of verbal and nonverbal communication (written, spoken, aural, kinesthetic) to effectively perform a variety of functions for varied audiences and purposes is highly effective and/or creative
Structure and Conventions	Shows limited knowledge of language structure and conventions in creating and critiquing print and nonprint texts so there is an insufficient basis for modeling and designing appropriate assessment and instructional activities that promote student learning	Demonstrates adequate knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning	Demonstrates extensive and detailed knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts which can be used as a basis for designing appropriate assessment and instructional activities that promote student learning and help students understand the relationship between symbols and meaning.
Community of Learners	Demonstrates limited variety or inappropriate use of oral and visual interaction skills and strategies to promote dialogue and the exchange of ideas within a community of learners and/or doesn't consider cultural and gender differences	Uses and models oral and visual interaction skills and strategies that recognize cultural and gender differences to promote dialogue and the exchange of ideas within a community of learners	Use and modeling oral and visual interaction skills and strategies that recognize cultural and gender differences to promote dialogue and the exchange of ideas within a community of learners is highly effective and reflects planning and forethought

**SECONDARY ENGLISH STANDARD –SPEECH FOUNDATIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Speech - Foundations. Recognizes the components of the communication process and understands the importance of effective communication including adapting communication to the listener(s), situation and/or setting.

	NOT MET	MET	EXCEEDS
Purposes, Processes, Roles, Responsibilities	Demonstrates insufficient ability to help students understand communication purposes processes, roles, and/or responsibilities related to speaker, listener, message, medium, context, feedback, and noise	Helps students understand communication purposes processes, roles, and responsibilities related to speaker, listener, message, medium, context, feedback, and noise	Demonstrates thorough and deep understanding of communication purposes processes, roles, and responsibilities related to speaker, listener, message, medium, context, feedback, and noise which is used as a basis for designing appropriate assessment and instructional activities that promote student learning
Verbal and Nonverbal Communication	Demonstrates limited ability to help students understand relationship between nonverbal and verbal communication and/or use of nonverbal techniques, including vocal qualities and nonverbal cues, to enhance messages in a variety of communication situations	Helps students understand the relationship between nonverbal and verbal communication and uses nonverbal techniques, including vocal qualities and nonverbal cues, to enhance messages in a variety of communication situations	Demonstrates thorough and deep understanding of relationship between nonverbal and verbal communication and uses a variety of highly effective nonverbal techniques, including vocal qualities and nonverbal cues, to enhance messages in a variety of communication situations, which is used as a basis for designing appropriate assessment and instruction that promotes student learning
Communication Types and Formats	Demonstrates inadequate ability to help students understand differences among oral, written, and electronic communication processes and/or a variety of delivery types and formats appropriate for different speaking situations	Helps students understand the differences among oral, written, and electronic communication processes as well as a variety of delivery types and organizational formats appropriate for different speaking situations	Demonstrates thorough and deep understanding of differences among oral, written, and electronic communication processes is thorough and knowledge of a variety of delivery types and organizational formats appropriate for different speaking situations which is used as a basis for designing appropriate assessment and instructional activities that promote student learning
Communication and Media	Demonstrates insufficient ability to help students use electronic media for effective communication including electronic messaging and other Internet-based informational	Helps students understand uses of electronic media for effective communication including electronic messaging and other Internet-based informational resources	Demonstrates extensive use of electronic media for effective communication including electronic messaging and other Internet-based informational resources which is used as a basis for designing appropriate assessment and instructional activities that promote student learning
Group Communication	Demonstrates limited ability to help students understand group variables (roles, norms, and leadership), strategies for effective small-group communication, leadership techniques, and/or problem-solving strategies for group situations	Helps students understand group variables (roles, norms, and leadership), strategies for effective small-group communication, leadership techniques, and problem-solving strategies for group situations	Demonstrates thorough and deep understanding of group variables (roles, norms, and leadership), strategies for effective small-group communication, leadership techniques, and problem-solving strategies for group situations which is used as a basis for designing appropriate assessment and instructional activities that promote student learning
Adapting Communication	Demonstrates inadequate ability to help students understand audience analysis, the importance of adapting communication to the situation, and setting and/or .how to adapt messages to fit the audience	Helps students understand audience analysis, the importance of adapting communication to the situation and setting, and how to adapt messages to fit the audience	Demonstrates thorough and deep understanding of audience analysis, the importance of adapting communication to the situation and setting, and how to adapt messages to fit the audience which is used as a basis for designing appropriate assessment and instructional activities that promote student learning

**SECONDARY ENGLISH STANDARD –SPEECH – DIVERSITY AND ETHICS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Speech - Diversity and Ethics. Understands the role of communication in relation to ethical issues in a democratic society including issues of diversity.

	NOT MET	MET	EXCEEDS
Culturally Responsive Communication	Ability to help students appreciate the value of diverse individual perceptions in interpersonal relationships, the impact of cultural diversity on communication, and/or the responsibility to challenge harmful, stereotypical, or prejudicial communication is limited.	Helps students appreciate the value of diverse individual perceptions in interpersonal relationships, the impact of cultural diversity on communication, and the responsibility to challenge harmful, stereotypical, or prejudicial communication.	Uses a variety of highly effective ways to assist students appreciate the value of diverse individual perceptions in interpersonal relationships, the impact of cultural diversity on communication, and the responsibility to challenge harmful, stereotypical, or prejudicial communication.
Understanding Audience Characteristics	Ability to help students develop strategies for analyzing audiences, (e.g., the difference between supportive and non-supportive audiences), and use information about audience members to create and deliver messages that response to cultural and social differences is inadequate.	Helps students develop strategies for analyzing audiences, (e.g., the difference between supportive and non-supportive audiences), and use information about audience members to create and deliver messages that response to cultural and social differences.	Uses a variety of highly effective ways to assist students develop strategies for analyzing audiences, (e.g., the difference between supportive and non-supportive audiences), and use information about audience members to create and deliver messages that response to cultural and social differences.
Addressing Diverse Audiences	Ability to help students understand the effects of his or her communication choices on others, how to use inclusive language, modify messages to remove stereotypical and prejudicial language, and/or communicate in a manner that respects the rights of others is insufficient.	Helps students understand the effects of his or her communication choices on others, how to use inclusive language, modify messages to remove stereotypical and prejudicial language, and communicate in a manner that respects the rights of others.	Uses a variety of highly effective ways to assist students understand the effects of his or her communication choices on others, how to use inclusive language, modify messages to remove stereotypical and prejudicial language, and communicate in a manner that respects the rights of others.
Promoting Interpersonal Understanding	Ability to help students improve interpersonal communication by interpreting other’s behavior and recognizing when others do not understand as well as developing interpersonal communication skills (e.g., problem-solving strategies, conflict resolution, negotiation, use of constructive criticism, and making adjustments to promote understanding) is limited	Helps students improve interpersonal communication by interpreting other’s behavior and recognizing when others do not understand as well as developing interpersonal communication skills (e.g., problem-solving strategies, conflict resolution, negotiation, use of constructive criticism, and making adjustments to promote understanding)	Uses a variety of highly effective ways to assist students improve interpersonal communication by interpreting other’s behavior and recognizing when others do not understand as well as developing interpersonal communication skills (e.g., problem-solving strategies, conflict resolution, negotiation, use of constructive criticism, and making adjustments to promote understanding)
Ethical Issues	Ability to help students appreciate the importance of ethical communication, freedom of speech in a democratic society, accuracy and relevance of material to be quoted, and accurate citation of sources is inadequate	Helps students appreciate the importance of ethical communication, freedom of speech in a democratic society, accuracy and relevance of material to be quoted, and accurate citation of sources	Uses a variety of highly effective ways to assist students appreciate the importance of ethical communication, freedom of speech in a democratic society, accuracy and relevance of material to be quoted, and accurate citation of sources

**SECONDARY ENGLISH STANDARD –SPEECH -- LISTENING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Speech - Listening. Uses appropriate and effective listening skills and identifies and manages barriers to listening

	NOT MET	MET	EXCEEDS
Purposes for Listening	Knowledge of various types and purposes of listening (e.g., to obtain information, to solve problems, for enjoyment, to validate others) is limited.	Knows various types and purposes of listening (e.g., to obtain information, to solve problems, for enjoyment, to validate others).	Knowledge of various types and purposes of listening (e.g., to obtain information, to solve problems, for enjoyment, to validate others) is broad and deep.
Barriers to Listening	Understanding of the effects of listening barriers such as physical conditions, physiological ability, and psychological attitudes (e.g., bias, close- mindedness, preconceived attitudes, indifference, and emotional involvement and receiver apprehension) is inadequate	Understands the effects of listening barriers such as physical conditions, physiological ability, and psychological attitudes (e.g., bias, close- mindedness, preconceived attitudes, indifference, and emotional involvement and receiver apprehension)	Understanding of the effects of listening barriers such as physical conditions, physiological ability, and psychological attitudes (e.g., bias, close- mindedness, preconceived attitudes, indifference, and emotional involvement and receiver apprehension) is thorough and highly perceptive
Listener's Role	Ability to help students understand the listener's role and responsibility in a communication situation and/or to teach appropriate listening responses across a variety of communication situations, including respect for the rights of others to have opposing viewpoints, is insufficient.	Helps students understand the listener's role, responsibility in a communication situation, and appropriate listening responses across a variety of communication situations, including respect for the rights of others to have opposing viewpoints.	Ability to help students understand the listener's role and responsibility in a communication situation and to teach appropriate listening responses across a variety of communication situations, including respect for the rights of others to have opposing viewpoints is very strong and highly effective.
Listening Skills	Ability to model and teach appropriate listening skills (e.g., attentiveness, questioning, perception checking, summarizing, and paraphrasing to understand a message, monitoring one's own listening behaviors, and managing internal and external distractions) is inadequate.	Models and teaches appropriate listening skills, (e.g., attentiveness, questioning, perception checking, summarizing, and paraphrasing to understand a message, monitoring one's own listening behaviors, and managing internal and external distractions)	Ability to model and teach appropriate listening skills, (e.g., attentiveness, questioning, perception checking, summarizing, and paraphrasing to understand a message, monitoring one's own listening behaviors, and managing internal and external distractions) is very strong and highly effective.

**SECONDARY ENGLISH STANDARD –SPEECH – ORAL PRESENTATIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Speech – Oral Presentations. Evaluates oral messages, uses oral messages effectively, and manages and controls anxiety.

	NOT MET	MET	EXCEEDS
Content, Organization, and Supporting Material	Demonstrates limited ability to help students understand the functions of oral presentations (informing, influencing, relating, imagining, appreciating, and ritualizing), various types and strengths of supporting materials, and/or selection of appropriate organization, content, and support	Helps students understand the functions of oral presentations (informing, influencing, relating, imagining, appreciating, and ritualizing), various types and strengths of supporting materials, and selection of appropriate organization, content, and support	Demonstrates exceptionally strong ability to help students understand the functions of oral presentations (informing, influencing, relating, imagining, appreciating, and ritualizing), various types and strengths of supporting materials, and selection of effective organization, content, and support
Delivery Techniques	Modeling and teaching of delivery techniques, including use of verbal and nonverbal messages, vivid, clear, and concise communication of ideas, and selection of language that is appropriate to the occasion, purpose, audience, and context are insufficient or inappropriate	Models and teaches effective delivery techniques, including use of verbal and nonverbal messages, vivid, clear, and concise communication of ideas, and selection of language that is appropriate to the occasion, purpose, audience, and context	Models and teaches a variety of highly effective and interesting delivery techniques, including use of verbal and nonverbal messages, vivid, clear, and concise communication of ideas, and selection of language that is appropriate to the occasion, purpose, audience, and context
Managing Anxiety	Has limited understanding of the psychology and physiology of anxiety, of teaching strategies that can help alleviate communication anxiety, and/or of how to develop experiences that help students address, manage, or overcome anxiety	Understands the psychology and physiology of anxiety, models and teaches strategies that can help alleviate communication anxiety, and develops experiences that help students address, manage, or overcome their anxiety	Has thorough and insightful understanding of the psychology and physiology of anxiety, uses highly effective teaching strategies that help alleviate communication anxiety, and creatively develops experiences that help students address, manage, or overcome anxiety
Evaluating Presentations	Demonstrates limited ability to understand criteria (topic, context, and goals) for evaluating the content, organization, support, and delivery of student presentations, to evaluate the quality of presentations using appropriate criteria, and/or to provide appropriate feedback, so students have difficulty adapting messages according to feedback received.	Understands criteria (topic, context, and goals) for evaluating the content, organization, support, and delivery of student presentations, evaluates the quality of presentations using appropriate criteria, and provides appropriate feedback, helping students adapt messages according to feedback received.	Demonstrates exceptionally strong ability to understand criteria (topic, context, and goals) for evaluating the content, organization, support, and delivery of student presentations, to evaluate the quality of presentations using appropriate criteria, and to provide sensitive and effective feedback, so students can adapt messages according to feedback received.

**SECONDARY ENGLISH STANDARD -- READING PROCESSES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Reading Processes. Demonstrates knowledge of reading processes.

	NOT MET	MET	EXCEEDS
Response and Interpretation	Shows limited ability to respond to and interpret what is read and/or help their students to do so as well	Responds to and interpret what is read in a variety of ways, teaching their students how to do so as well	Demonstrates an in-depth knowledge of, and an ability to use carefully designed and highly effective learning experiences that encourage students to demonstrates their ability to read and respond to a range of texts of varying complexity and difficulty
Making Meaning	Shows limited knowledge of ways to discover or create meaning from texts and/or help their students to do so	Discovers and creates meaning from texts and guides students in the same processes	Demonstrates an in-depth knowledge of, and an ability to use a wide range of highly effective approaches for helping students to make meaning of texts, including drawing upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings
Comprehension Strategies	Uses few strategies to comprehend, interpret, evaluate, and appreciate texts and/or help students develop such strategies	Uses a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students	Demonstrates an in-depth knowledge of, and an ability to integrate into students' learning experiences a wide variety of highly effective strategies to interpret, evaluate, and appreciate texts and to assess the effectiveness of such strategies in promoting student learning.
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 enappropriate	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 is based on theory and research

**SECONDARY ENGLISH STANDARD -- COMPOSING PROCESSES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Composing Processes. Demonstrates knowledge of different composing processes.

	NOT MET	MET	EXCEEDS
Composing Processes	Use of the essential composing processes of prewriting, drafting, revision, and publishing is inadequate or inappropriate and/or has limited ability to help students use composing processes	Uses essential composing processes of prewriting, drafting, revision, and publishing when writing and draws upon that knowledge and skill in their teaching	Demonstrates an in-depth knowledge of, and an ability to model and teach essential composing processes of prewriting, drafting, revision, and publishing in highly effective and/or creative ways
Writing Strategies	Uses insufficient or inappropriate writing strategies to generate meaning and clarify understanding is and/or has limited ability to help students use writing strategies	Uses a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching	Demonstrates an in-depth knowledge of, and a strong ability to use a wide variety of highly effective learning experiences to help students use effective composing strategies to generate meaning and to clarify understanding
Discourse Purposes and Forms	Produces a limited number of forms of written discourse, shows little understanding of how written discourse can influence thought and action and/or has limited ability to help students use various forms of writing	Produces different forms of written discourse, understands how written discourse can influence thought and action, and draws upon that knowledge and skill in their teaching	Demonstrates an in-depth knowledge of, and a strong ability to use a wide variety of highly effective learning experiences to help students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action

**SECONDARY ENGLISH STANDARD –KNOWLEDGE OF LITERATURE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Literature. Demonstrates knowledge of an extensive range of literature.

	NOT MET	MET	EXCEEDS
American & British Literature	Demonstrates limited knowledge of works representing a broad historical spectrum of United States and British literature	Knows works representing a broad historical spectrum of United States and British literature	Demonstrates an exceptionally broad and deep knowledge of works representing a broad historical spectrum of United States and British literature
Contemporary and Young Adult Literature	Demonstrates limited knowledge of works representing a broad contemporary literature including works specifically written for older children and young adults	Knows works representing a broad contemporary spectrum of literature including works specifically written for older children and young adults	Demonstrates an exceptionally broad and deep knowledge of works representing a broad contemporary spectrum of literature including works specifically written for older children and young adults
Genres and Cultures	Demonstrates limited knowledge of works from a wide variety of genres and cultures, works by female authors, and works by authors of color	Knows works from a wide variety of genres and cultures, works by female authors, and works by authors of color	Demonstrates an exceptionally broad and deep knowledge of a wide variety of genres and cultures, works by female authors, and works by authors of color
World Literature	Demonstrates limited knowledge of works representing a broad spectrum of world literature including non-Western literature	Knows works representing a broad historical spectrum of world literature including non-Western literature	Demonstrates an exceptionally broad and deep knowledge of the historical spectrum of world literature including non-Western literature
Literary Criticism	Demonstrates limited knowledge of the range of literary theories and criticism	Knows a range of literary theories and criticism	Demonstrates an exceptionally broad and deep knowledge of literary theories and criticism and an understanding of their effect on reading and interpretive approaches.
Applications of Literature	Demonstrates limited ability to apply knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives	Applies knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives	Demonstrates an exceptionally strong ability to apply knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives

**SECONDARY ENGLISH STANDARD –TEACHING LITERATURE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Literature. Demonstrates uses of an extensive range of literature in instruction.

	NOT MET	MET	EXCEEDS
Selecting Literature	Selection of literature is inappropriate to the level and interests of the student.	Selects literature appropriate to the level and interests of the student.	Selects literature appropriate to the level and interests of the student and choices demonstrate deep appreciation of student backgrounds and characteristics.
Appreciating Literature	Use of strategies, including reading aloud, to encourage appreciation of a wide variety of literature genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries) is limited or inappropriate	Uses multiple strategies, including reading aloud, to encourage appreciation of a wide variety of literature genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).	Use of multiple strategies, including reading aloud, to encourage appreciation of a wide variety of literature genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries) is highly creative and effective
Comprehending Literature	Use of strategies to teach comprehension of literature and media (draw on experience, interaction with other readers and writers, word-identification strategies, word meaning, and understanding of textual features) is limited or inappropriate	Uses multiple strategies to teach comprehension of literature and media (draw on experience, interaction with other readers and writers, word-identification strategies, word meaning, and understanding of textual features)	Use of multiple strategies to teach comprehension of literature and media (draws on experience, interaction with other readers and writers, word-identification strategies, word meaning, and understanding of textual features) is highly creative and effective
Responding to Literature	Use of strategies to encourage students to respond to literature (making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; sharing responses with peers) is limited or inappropriate	Uses multiple strategies to encourage students to respond to literature (making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; sharing responses with peers)	Use of multiple strategies to encourage students to respond to literature (making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; sharing responses with peers) is highly creative and effective
Literary Themes	Design of learning activities to teach students to identify, explain, compare, and contrast recurring literary themes across various societies, eras, and genres is inadequate or inappropriate	Designs multiple learning activities to teach students to identify, explain, compare, and contrast recurring literary themes across various societies, eras, and genres	Design of multiple learning activities to teach students to identify, explain, compare, and contrast recurring literary themes across various societies, eras, and genres is highly creative and effective
Spectrum of Literature	Use of teaching applications for works representing a broad spectrum of literary works (historical, contemporary, western, non-western, diverse genres, cultures, authors, adult, young adult) is limited or inappropriate	Uses a variety of teaching applications for works representing a broad spectrum of literary works (historical, contemporary, western, non-western, diverse genres, cultures, authors, adult, young adult)	Use of a variety of teaching applications for works representing a broad spectrum of literary works (historical, contemporary, western, non-western, diverse genres, cultures, authors, adult, young adult) is highly creative and effective

**SECONDARY ENGLISH STANDARD –MEDIA AND TECHNOLOGY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Media and Technology. Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture

	NOT MET	MET	EXCEEDS
Influence of Media	Exhibits limited understanding of how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning	Understands how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning	Understanding of media's influence on culture, people's actions, communication, and constructions of a text's meaning is broad and deep, and that knowledge is consistently reflected not only in their own work but also in teaching applications
Making Meaning	Shows inadequate understanding of how to construct meaning from media and nonprint texts and/or has difficulty helping students learn these processes	Constructs meaning from media and nonprint texts, and guides students in learning these processes	Uses a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrates highly effective learning opportunities into classroom experiences that promote composing and responding to such texts
Using Media and Technology	Demonstrates insufficient knowledge of how to incorporate technology and media (film, video, graphic, photographic, audio, and multimedia texts) into their own work and/or into instruction	Incorporates technology and media (film, video, graphic, photographic, audio, and multimedia texts) into their own work and into instruction	Uses current technology to enhance and reflection on their own learning and helps students compose and respond to a variety of print/nonprint media (film, video, graphic, photographic, audio, and multimedia texts) in highly effective or creative ways

**SECONDARY ENGLISH STANDARD –THEORY AND RESEARCH
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Theory and Research. Demonstrate knowledge of research theory and findings in English language arts.

	NOT MET	MET	EXCEEDS
Sources of research and theory	Shows limited knowledge of the major sources of research and theory related to English language arts	Uses major sources of research and theory related to English language arts to support their teaching decisions	Reflects on their own teaching performances in light of research on, and theories of, how students compose and respond to text and makes adjustments in their teaching as appropriate
Classroom inquiry	Shows insufficient understanding of teacher-researcher models of classroom inquiry	Understands how teacher-researcher models of classroom inquiry can be used to inform their own study and teaching	Demonstrates a deep understanding of how teacher-researcher models of classroom inquiry can be used to analyze their own teaching practices to better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.

SECONDARY ENGLISH STANDARD -- DISPOSITIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Dispositions. Adopts and strengthens professional attitudes needed by English language arts teachers.

	NOT MET	MET	EXCEEDS
Commitment to Supportive Learning Environment	Shows limited evidence of creating an inclusive and supportive learning environment in which all students can engage in learning	Creates an inclusive and supportive learning environment in which all students can engage in learning	Creates an exceptionally inclusive and supportive learning environment in which all students can engage in learning
Commitment to Multiculturalism	Shows limited evidence of using ELA for helping students become familiar with their own and others' cultures	Uses ELA to help students become familiar with their own and others' cultures	Uses ELA extensively and creatively to help students become more familiar with their own and others' cultures
Commitment to Developing Critical Thinking	Engages in few practices designed to assist students in developing habits of critical thinking and judgment	Uses practices designed to assist students in developing habits of critical thinking and judgment	Designs highly effective instruction and assessment that systematically assist students in developing habits of critical thinking
Commitment to Interdisciplinary Cultural and Social Connections	Shows limited evidence of making meaningful connections between the ELA curriculum and developments in culture, society, and education	Makes meaningful connections between the ELA curriculum and developments in culture, society, and education	Makes highly meaningful and creative connections between the ELA curriculum and developments in culture, society, and education
Commitment to Interdisciplinary Connections in the Arts and Humanities	Demonstrates limited evidence of promoting the arts and humanities in the learning of their students	Engage students in activities that demonstrates the role of arts and humanities in learning	Engages students in frequent and extended learning experiences that creatively and insightfully integrate arts and humanities into the daily learning of their students.

**SECONDARY ENGLISH STANDARD –HUMAN DEVELOPMENT AND LEARNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Human Development and Learning. Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Ways of Learning	Planning and/or instructional strategies reflect an inadequate understanding of the multiple ways in which students construct knowledge, acquire skills, and develop habits of mind	Planning and/or instructional strategies reflect an understanding of the multiple ways in which students construct knowledge, acquire skills, and develop habits of mind	Planning and/or instructional strategies clearly reflect a thorough understanding of the multiple ways in which students construct knowledge, acquire skills, and develop habits of mind
Variations in development	Planning and/or instruction reflect a limited appreciation of individual variation within each area of development (social, emotional, physical, moral, and cognitive) and of the diverse talents of all learners	Planning and/or instruction reflect an awareness of individual variation within each area of development (social, emotional, physical, moral, and cognitive) and of the diverse talents of all learners	Planning and/or instruction reflect a deep appreciation of individual variation within each area of development (social, emotional, physical, moral, and cognitive) understands how these factors influence learning and address the diverse talents of learners when designing instruction
Assessment of developmental variations	Planning and/or instruction reflect insufficient or inappropriate assessment of individual and group performance to design learning opportunities that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical)	Planning and/or instruction reflect sufficient assessment of individual and group performance to design learning opportunities that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical)	Planning and/or instruction reflect detailed and thorough assessment of individual and group performance to design learning opportunities that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical)
Multiple levels of instruction	Planning and/or instruction reflects a limited understanding of how to introduce concepts and principles at varying levels of complexity and include student developmental factors when making instructional decisions	Planning and/or instruction reflects adequate understanding of how to introduce concepts and principles at varying levels of complexity and include student developmental factors when making instructional decisions	Planning and/or instruction reflects a thorough understanding of how to introduce concepts and principles at varying levels of complexity and a keen appreciation of how to include student developmental factors when making instructional decisions in a variety of contexts and learning situations

**SECONDARY ENGLISH STANDARD -DIVERSE STUDENTS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Diverse Students. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Approaches to Learning	Understanding of differences in approaches to learning (e.g., different learning styles, multiple intelligences, and performance modes is inadequate)	Adequately understands differences in approaches to learning (e.g., learning styles, multiple intelligences, and performance modes)	Thoroughly understands and can identify in detail differences in approaches to learning, including different learning styles, multiple intelligences, and performance modes
Individual Strengths and Needs	Appreciation of differences in students' strengths and needs and understanding of how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values is insufficient	Appreciates differences in students' strengths and needs and understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values	Greatly appreciates differences in students' strengths and needs and well understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values
Learning Community	Inadequately designs a learning community in which individual differences are respected, students feel valued for their potential as people, and students learn to value each other	Designs a learning community in which individual differences are respected, students feel valued for their potential as people, and students learn to value each other	Designs a learning community in which individual differences are highly respected, students feel great value for their potential as people, and students learn to highly value each other
Instruction	Designs instruction that is inappropriate to students' learning styles, strengths, and needs and/or makes inadequate or inappropriate provisions for individual students who have particular learning needs	Designs instruction appropriate to students' learning styles, strengths, and needs and makes appropriate provisions for individual students who have particular learning needs	Designs instruction that is highly appropriate to students' learning styles, strengths, and needs in a variety of contexts and learning situations and makes exceptionally effective provisions for individual students who have particular learning needs

**SECONDARY ENGLISH STANDARD –LEARNING ENVIRONMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Learning Environment. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

	DOES NOT MEET	MEETS	EXCEEDS
Value of the Language Arts	Demonstrates limited commitment to creating a classroom environment that recognizes the power of the language arts for fostering communication and learning, appreciates the cultural dimensions of literary expression, and integrates the language arts with other academic subjects	Creates a classroom environment that recognizes the power of the language arts for fostering communication and learning, appreciates the cultural dimensions of literary expression, and integrates the language arts with other academic subjects	Demonstrates a strong and proactive commitment to creating a classroom environment that recognizes the power of the language arts for fostering communication and learning, appreciates the cultural dimensions of literary expression, and integrates the language arts with other academic subjects
Democratic Values	Demonstrates minimal commitment to the expression and uses of democratic values in the classroom insufficient participation of all students in decision-making	Is committed to the expression and Uses of democratic values in the classroom, ensuring satisfactory participation of all students in decision-making	Is highly committed to the expression and uses of democratic values in the classroom, ensuring full and varied participation of all students in decision-making
Communication and Behavioral Expectations	Creates insufficient or inappropriate expectations and processes for communication and behavior such that the amount of class time spent in learning is not adequately maximized	Adequately maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior	Efficiently maximizes the amount of class time spent in learning by creating high but achievable expectations and processes for communication and behavior
Classroom Management	Understanding of the principles of effective classroom management is inadequate use of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom is insufficient or inappropriate	Adequately understands the principles of effective classroom management and can use several strategies to promote positive relationships, cooperation, and purposeful learning in the classroom	Has a through understanding of the principles of effective classroom management and can use a wide variety of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom
Organization of Resources	Does not adequately organize, allocate, and manage the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks	Appropriately organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks	Organizes, allocates, and manages the resources of time, space, activities, and attention effectively and efficiently to provide active and equitable engagement of students in productive tasks
Evaluation and Adjustment of Environment	Analysis of the classroom environment is inadequate or inappropriate decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work are inappropriate or insufficient	Analyzes the classroom environment and makes appropriate decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work	Acutely analyzes the classroom environment and makes highly appropriate and effective decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work

**SECONDARY ENGLISH STANDARD -- PLANNING FOR INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Planning for Instruction. Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Factors in Planning	Has inadequate understanding of learning theory, subject matter, curriculum development, and student development; use of this knowledge in planning instruction to meet curriculum goals is insufficient or inappropriate	Has adequate understanding of learning theory, subject matter, curriculum development, and student development and uses this knowledge in planning instruction to meet curriculum goals	Has excellent understanding of learning theory, subject matter, curriculum development, and student development and uses this knowledge very effectively in planning instruction to meet curriculum goals
Variations in Learning Styles	Plans for learning opportunities that recognize and address variation in learning styles and performance modes are insufficient or inappropriate	Adequately plans for learning opportunities that recognize and address variation in learning styles and performance modes	Plans very effectively for learning opportunities that recognize and address variation in learning styles and performance modes
Meeting Developmental Needs	Creation of lessons and activities that operate at multiple levels is inadequate to meet the developmental and individual needs of diverse learners	Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners	Creates lessons and activities that operate at multiple levels such that they exceed the developmental and individual needs of diverse learners
Short and Long Term Planning	Has inadequate appreciation for short-range and long-term plans that are linked to student needs and performance	Recognizes the importance of both short-range and long-term planning that is linked to student needs and performance	Highly values both short-range and long-term planning that is linked to student needs and performance
Adjustment of Plans	Adjustment of plans in response to unanticipated sources of output, student responses, and other contingencies to meet students' needs and enhance learning is inadequate or inappropriate	Adequately adjusts plans in response to unanticipated sources of output, student responses, and other contingencies to meet students' needs and enhance learning	Effectively and systematically adjusts plans in response to unanticipated sources of output, student responses, and other contingencies to meet students' needs and enhance learning
Contextual Considerations	Accounting for contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) in planning instruction is inadequate to create a bridge between curriculum goals and students' experiences	Knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that adequately creates a bridge between curriculum goals and students' experiences	Knows how to efficiently take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences

**SECONDARY ENGLISH STANDARD -- INSTRUCTIONAL DELIVERY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Instructional Delivery. Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Instructional Strategies	Understanding of principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, whole group discussion, independent study) is inadequate	Adequately understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, whole group discussion, independent study)	Has thorough and detailed understanding of principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, whole group discussion, independent study)
Interdisciplinary Strategies	Integration of interdisciplinary teaching strategies and materials into the teaching and learning process is limited or ineffective.	Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.	Integration of interdisciplinary teaching strategies and materials into the teaching and learning process is extensive and highly effective
Cognitive Processes	Understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated is inadequate	Has sufficient understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated	Has thorough and detailed understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated
Use of Materials and Resources	Enhancement of learning through the use of a variety of materials as well as human and technological resources is insufficient or inappropriate	Sufficiently enhances learning through the use of a variety of materials as well as human and technological resources	Greatly enhances learning through the use of a wide variety of materials as well as human and technological resources
Development of Abilities and Skills	Use of multiple teaching and learning strategies to develop students' critical thinking, independent problem solving, and performance capabilities is insufficient or inappropriate	Adequately uses multiple teaching and learning strategies to develop students' critical thinking, independent problem solving, and performance capabilities	Uses a wide variety of teaching and learning strategies to carefully and thoughtfully develop students' critical thinking, independent problem solving, and performance capabilities
Modification of Strategies	Monitoring and adjustment of teaching strategies to meet students' needs is inadequate or inappropriate; insufficiently values the flexibility and reciprocity necessary for adapting instruction	Appropriately monitors and adjusts teaching strategies to meet students' needs and values the flexibility and reciprocity necessary for adapting instruction	Carefully monitors and adjusts teaching strategies to meet students' needs and highly values the flexibility and reciprocity necessary for adapting instruction
Feedback and Improvement	Use of modeling, feedback and constructive criticism to assist 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 assist students to improve language skills, including those with cultural differences or whose first language is not English is based on theory and research, culturally sensitive, and especially effective

**SECONDARY ENGLISH STANDARD –ASSESSMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Assessment. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Variety of assessment instruments	Knowledge of how to select, construct, and Uses assessment strategies and instruments (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) is limited or incorrect	Knows how to select, construct, and Uses several basic assessment strategies and instruments (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests)	Knowledge of how to select, construct, and Uses assessment strategies and instruments (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) is thorough and detailed
Purposes of assessment	Commitment to using ongoing assessment to improve instruction and to promote student growth rather than to deny students access to learning opportunities is limited or superficial	Is committed to using ongoing assessment to improve instruction and to promote student growth rather than to deny students access to learning opportunities.	Commitment to using ongoing assessment to improve instruction and to promote student growth rather than to deny students access to learning opportunities is strong and proactive
Uses of assessment	Uses of assessment to evaluate students' progress and the effect of instruction on student performance is limited or superficial and/or Uses of assessment to modify plans and instructional approaches is insufficient or inappropriate.	Uses assessment to evaluate students' progress and the effect of instruction on student performance and modifies plans and instructional approaches accordingly.	Uses of assessment to evaluate students' progress and the effect of instruction on student is extensive and thoroughly integrated into modification of plans and instructional approaches.
Student Self-assessment	Develops inadequate or inappropriate strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences and/or provides limited assistance to students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing	Develops strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences and assists all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing	Develops highly appropriate and effective strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences and strongly encourages students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing
Recording and communicating assessments	Records of student work and performance are inadequate and/or communication about student progress to students, parents, and other colleagues is haphazard or superficial	Maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.	Records of student work and performance are meticulous and highly useful and communication about student progress to students, parents, and other colleagues is thoughtful, well organized, and individualized

**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 Uses 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 Uses 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
IL Technology 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
Hrdware & 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 & Uses hardware & software based on students' learning needs	Adequately critiques & uses hardware & software based on students' learning needs	Highly individualizes hardware/ software content & students' Uses 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 & Uses 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

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 Uses 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 Uses 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
Ethics	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

SOE STANDARD -- INQUIRY (T&L)
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Inquiry. Undertakes independent inquiry and Uses technology as one tool to assist him or her in the overall inquiry process

	DOES NOT MEET At the preservice level	MEETS At the preservice level	EXCEEDS At the preservice level
Value of inquiry	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in education
Key concepts	Explanation and/or Uses of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is inadequate or incorrect	Explains and uses key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education	Explanation and Uses of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is skillful, thorough, and detailed
Designing inquiry	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
Ethical Issues in Inquiry	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
Evaluating existing research	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and Demonstrates application of strong critical thinking skills
Uses of technology in research	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and Uses of technology when conducting research in education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and Uses of technology when conducting research in education is highly appropriate and effective

**SECONDARY ENGLISH STANDARD --COLLABORATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Collaboration. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

	DOES NOT MEET At the preservice level	MEETS At the preservice level	EXCEEDS At the preservice level
Context and rationale for collaboration	Demonstrates inadequate understanding of schools within the larger community context and/or how all aspects of a child's experience (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.	Adequately understands schools within the larger community context and how all aspects of a child's experience (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.	Demonstrates thorough and sensitive understanding of schools within the larger community context and how all aspects of a child's experience (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
Commitment to collaboration	Concern for all aspects of a child's well-being (cognitive, emotional, social, and physical) is limited and/or is reluctant to work collaboratively with diverse families, professionals, and communities to improve the overall well-being and learning environment for students.	Is appropriately concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical) and is willing to work collaboratively with diverse families, professionals, and communities to improve the overall well-being and learning environment for students.	Demonstrates heightened awareness of and concern for all aspects of a child's well-being (cognitive, emotional, social, and physical) and is enthusiastic about working collaboratively with diverse families, professionals, and communities to improve the overall well-being and learning environment for students.
Collaboration with colleagues	Participation in collegial activities with counselors, teachers, and professionals in community agencies to improve student learning and make the entire school a productive learning environment is limited, inappropriate, or unproductive.	Participates appropriately in collegial activities with counselors, teachers, and professionals in community agencies to improve student learning and make the entire school a productive learning environment.	Participation in collegial activities with counselors, teachers, and professionals in community agencies to improve student learning and make the entire school a productive learning environment is proactive and highly effective
Collaboration with families and communities	Establishes inadequate or inappropriate relationships with diverse families, and/or has difficulty developing cooperative partnerships to support student learning and well-being.	Establishes respectful and appropriate relationships with diverse families, and seeks to develop cooperative partnerships and Uses community resources to support student learning and well-being.	Establishes respectful and productive relationships with diverse families, and develops strong and highly effective cooperative partnerships to support student learning and well-being.
Students Rights/Teacher Responsibilities	Collaborates in ways that Shows insufficient respect for students' rights (e.g. for equal education, appropriate education for disabled students, privacy, confidentiality, child abuse) and/or minimal efforts to uphold teacher responsibilities to respond to student needs and advocate for them.	Collaborates appropriately in ways that respect students' rights (e.g. for equal education, appropriate education for disabled students, privacy, confidentiality, child abuse) and uphold teacher responsibilities to respond to student needs and advocate for them.	Collaborates in ways that Shows heightened awareness of and respect for students' rights (e.g. for equal education, appropriate education for disabled students, privacy, confidentiality, child abuse) and makes strong, proactive efforts to uphold teacher responsibilities to respond sensitively to student needs and advocate for them.

**SECONDARY ENGLISH STANDARD --REFLECTION & PROFESSIONAL GROWTH
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Reflection and Professional Growth. Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

	DOES NOT MEET At the preservice level	MEETS At the preservice level	EXCEEDS At the preservice level
Commitment to Reflection and Professional Growth	Commitment to self- assessment and reflection in order to refine practices that address the individual needs of students and that support appropriate professional practices for self and colleagues is limited or reluctant	Is committed self- assessment and reflection in order to refine practices that address the individual needs of students and that support appropriate professional practices for self and colleagues	Is strongly committed to critical thinking, self- assessment, self-directed learning, and reflection in order to continually refine practices that address the individual needs of students and enthusiastically supports appropriate professional practices for self and colleagues
Improving Teaching	Uses of basic sources of information (e.g., classroom observation, information about students, and research) to evaluate teaching and learning, reflection on assessment outcomes, and/or revision of practice is insufficient or inappropriate.	Uses basic sources of information (e.g., classroom observation, information about students, and research) to evaluate teaching and learning, reflects on assessment outcomes, and revises practice appropriately.	Uses multiple sources of information (e.g., classroom observation, information about students, and research) as sources for evaluating the outcomes of teaching and learning and makes careful, thoughtful efforts to experiment with, reflect on, and revise practice.
Professional Development	Demonstrates limited skills needed to engage in professional development and inform one's professional perspectives on teaching and learning and enhance classroom practice (e.g., consulting professional literature and colleagues)	Demonstrates the basic skills needed to engage in professional development and inform one's professional perspectives on teaching and learning and enhance classroom practice (e.g., consulting professional literature and colleagues)	Demonstrates strong and extensive skills needed to engage in professional development and inform one's professional perspectives on teaching and learning and enhance classroom practice (e.g., actively seeking out professional literature, participating in workshops and conferences, and consulting with colleagues)

**SECONDARY ENGLISH STANDARD -- PROFESSIONAL CONDUCT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Professional Conduct. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

	DOES NOT MEET At the preservice level	MEETS At the preservice level	EXCEEDS At the preservice level
Education as a Profession	Has insufficient understanding of the characteristics of education as a profession and/or participation in professional education organizations is minimal	Understands the characteristics of education as a profession and participates in professional education organizations appropriately	Has broad and deep understanding of the characteristics of education as a profession and participation in professional education organizations is strong, grounded in a commitment to leadership, professionalism, and an understanding of the transformative power of education
Laws and Policies	Does not follow laws and school policies/ procedures, and/or carries out professional responsibilities inadequately or inappropriately	Knows and follows laws and school policies/ procedures, and carries out professional responsibilities appropriately	Knows and carefully follows laws and school policies/ procedures, and carries out professional responsibilities conscientiously
Ethical Standards	Commitment to the highest ethical standards of professional behavior is insufficient and/or does not follow codes of professional conduct	Is committed to the highest ethical standards of professional behavior and follows codes of professional conduct	Demonstrates a very strong commitment to the highest ethical standards of professional behavior and follows codes of professional conduct carefully and conscientiously
Roles beyond the Classroom	Assumption of roles beyond the classroom for the benefit students (e.g., curriculum development, staff development, student organizations, interaction with community organizations) is inadequate or inappropriate	Assumes appropriate roles beyond the classroom for the benefit students (e.g., curriculum development, staff development, student organizations, interaction with community organizations)	Assumption of roles beyond the classroom for the benefit students (e.g., curriculum development, staff development, student organizations, interaction with community organizations) is strong and proactive