

**RUBRICS  
FOR  
SECONDARY SOCIAL SCIENCE 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)

	<b>DOES NOT MEET</b> (undergraduate/graduate level )	<b>MEETS</b> (undergraduate/graduate level)	<b>EXCEEDS</b> (undergraduate/graduate level)
<b>Knowledge Bases of Disciplinary Foundations</b>	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.)
<b>Modes of inquiry</b>	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.
<b>Interpreting Educational Frameworks</b>	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.

	<b>DOES NOT MEET</b> (undergraduate/graduate level )	<b>MEETS</b> (undergraduate/graduate)	<b>EXCEEDS)</b> (undergraduate/graduate level)
<b>Understanding Frameworks of Transformation</b>	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)
<b>Analytical Skills of Transformation</b>	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.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Disciplinary Bases of Identity Development</b>	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.
<b>Human Development and Identity Transformation Processes</b>	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.
<b>Understanding Identity Dimensions</b>	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.
<b>Self-Reflective Processes</b>	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.
<b>Institutional and</b>	Demonstrates a limited understanding of the	Demonstrates a basic understanding	Demonstrates an understanding of the role of

<b>Human Roles in Identity Construction</b>	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.
<b>Difference and Multivocality</b>	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.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Social Relations of Inequality</b>	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.
<b>Multiple Dimensions of Identity</b>	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.
<b>Educational contexts and identity construction</b>	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 HISTORY/SS 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.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Ways of Learning</b>	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
<b>Variations in development</b>	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
<b>Assessment of developmental variations</b>	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)
<b>Multiple levels of instruction</b>	Planning and/or instruction reflects a limited understanding of how to introduce science 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 science 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 science 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 HISTORY/SS 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.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Approaches to Learning</b>	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
<b>Individual Strengths and Needs</b>	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
<b>Learning Community</b>	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
<b>Instruction</b>	Designs science instruction that is inappropriate to students' diverse learning styles, strengths, and needs and/or makes inadequate or inappropriate provisions for individual students who have particular learning needs	Designs science instruction appropriate to students' diverse learning styles, strengths, and needs and makes appropriate provisions for individual students who have particular learning needs	Designs science instruction that is highly appropriate to students' diverse 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 HISTORY/SS STANDARD -- CULTURE AND CULTURAL DIVERSITY**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Culture and Cultural Diversity.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of concepts of culture and cultural diversity including the ways groups, societies, and cultures address human needs and concerns; the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns; and how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference	Understands concepts of culture and cultural diversity including the ways groups, societies, and cultures address human needs and concerns; the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns; and how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference	Has exceptionally thorough and deep understanding of the concepts of culture and cultural diversity including the ways groups, societies, and cultures address human needs and concerns; the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns; and how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
<b>Values</b>	Appreciation of the importance of cultural unity and diversity within and across groups is limited	Appreciates the importance of cultural unity and diversity within and across groups	Appreciation of the importance of cultural unity and diversity within and across groups is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues including cultures and cultural diversity including societal patterns for preserving and transmitting culture, how cultures adapt to environmental and social change; cultural values and attitudes, patterns of behavior reflecting that contribute or pose obstacles to cross-cultural understanding; and cultural responses to persistent human issues	Analyzes and constructs reasoned judgments about issues including cultures and cultural diversity including societal patterns for preserving and transmitting culture, how cultures adapt to environmental and social change; cultural values and attitudes, patterns of behavior reflecting that contribute or pose obstacles to cross-cultural understanding; and cultural responses to persistent human issues	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues including cultures and cultural diversity including societal patterns for preserving and transmitting culture, how cultures adapt to environmental and social change; cultural values and attitudes, patterns of behavior reflecting that contribute or pose obstacles to cross-cultural understanding; and cultural responses to persistent human issues
<b>Application</b>	Application of ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent cultural issues and social problems is inadequate	Applies ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent cultural issues and social problems.	Application of ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent cultural issues and social problems is exceptionally astute

**SECONDARY HISTORY/SS STANDARD -- TIME, CONTINUITY, AND CHANGE.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Time, Continuity, and Change.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change, including Illinois history.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of historical concepts including time, chronology, causality, change, conflict, and complexity and significant historical periods and patterns of change within and across cultures, including ancient cultures and civilizations, nation-states, and social, economic, and political revolutions; key historical periods, events, and patterns of Illinois	Understands historical concepts including time, chronology, causality, change, conflict, and complexity and significant historical periods and patterns of change within and across cultures, including ancient cultures and civilizations, nation-states, and social, economic, and political revolutions; key historical periods, events, and patterns of Illinois	Has exceptionally thorough and deep understanding of historical concepts including time, chronology, causality, change, conflict, and complexity and significant historical periods and patterns of change within and across cultures, including ancient cultures and civilizations, nation-states, and social, economic, and political revolutions; key historical periods, events, and patterns of Illinois
<b>Values</b>	Appreciation that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use; and that empathy, skepticism, and critical judgment are needed when undertaking historical inquiry is limited	Appreciates that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use; and that empathy, skepticism, and critical judgment are needed when undertaking historical inquiry	Appreciation that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use; and that empathy, skepticism, and critical judgment are needed when undertaking historical inquiry is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about historical events; making connections among the patterns of historical change and continuity; and viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues and/or employing processes of critical historical inquiry (such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality) to do so	Analyze and constructs reasoned judgments about historical events; makes connections among the patterns of historical change and continuity; and viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues and employs processes of critical historical inquiry (such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality)	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about historical events; making connections among the patterns of historical change and continuity; and viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues and employing processes of critical historical inquiry (such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality) to do so
<b>Application</b>	Application of ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues is inadequate	Applies ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.	Application of ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues is exceptionally astute

**SECONDARY HISTORY/SS STANDARD --PEOPLE, PLACES, AND ENVIRONMENT.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**People, Places, and Environment.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment, including Illinois geography.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of concepts of physical features (including those of Illinois), landforms, natural resources, seasons, climate, and weather; the relationships and regional and global patterns of change over time among geographic phenomena; and the important interrelationships among human cultures, historical events, and geographic phenomena	Understands concepts of physical features (including those of Illinois), landforms, natural resources, seasons, climate, and weather; the relationships and regional and global patterns of change over time among geographic phenomena; and the important interrelationships among human cultures, historical events, and geographic phenomena	Has exceptionally thorough and deep understanding of concepts of physical features (including those of Illinois), landforms, natural resources, seasons, climate, and weather; the relationships and regional and global patterns of change over time among geographic phenomena; and the important interrelationships among human cultures, historical events, and geographic phenomena
<b>Values</b>	Appreciation of the various historical and contemporary cultures that influence physical and human geographic features is limited	Values the various historical and contemporary cultures that influence physical and human geographic features	Appreciation of the various historical and contemporary cultures that influence physical and human geographic features is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues including the interactions of human beings and their physical environments; the social and economic effects of environmental changes, and alternative uses of resources and/or using geographic tools (such as mental maps, physical maps, globes, photographs, atlases, data bases, systems, charts, and graphs) to do so	Creates and uses geographic tools such as mental maps, physical maps, globes, photographs, atlases, data bases, systems, charts, and graphs to interpret information, distinguish patterns, and to analyze and construct reasoned judgments about issues including the interactions of human beings and their physical environments; the social and economic effects of environmental changes, and alternative uses of resources	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues including the interactions of human beings and their physical environments; the social and economic effects of environmental changes, and alternative uses of resources and using geographic tools (such as mental maps, physical maps, globes, photographs, atlases, data bases, systems, charts, and graphs) to do so
<b>Application</b>	Application of ideas, theories and modes of inquiry drawn from geography and environmental studies in the examination of persistent issues and social problems is inadequate.	Explains and applies ideas, theories and modes of inquiry drawn from geography and environmental studies in the examination of persistent issues and social problems.	Application of ideas, theories and modes of inquiry drawn from geography and environmental studies in the examination of persistent issues and social problems is inadequate.

**SECONDARY HISTORY/SS STANDARD -- INDIVIDUAL DEVELOPMENT AND IDENTITY.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Individual Development and Identity.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of concepts of family, religion, gender, ethnicity, nationality, socioeconomic status, physical endowment, learning, motivation, behavior, perception, personality and mental health and how various historical and contemporary cultures influences situations or events, an individual's daily life, development of a sense of self, and mental health	Understands concepts of family, religion, gender, ethnicity, nationality, socioeconomic status, physical endowment, learning, motivation, behavior, perception, personality and mental health and how various historical and contemporary cultures influences situations or events, an individual's daily life, development of a sense of self, and mental health	Has exceptionally thorough and deep understanding of concepts of family, religion, gender, ethnicity, nationality, socioeconomic status, physical endowment, learning, motivation, behavior, perception, personality and mental health and how various historical and contemporary cultures influences situations or events, an individual's daily life, development of a sense of self, and mental health
<b>Values</b>	Appreciation of the various historical and contemporary cultures that influences an individual's daily life and appreciates the importance of personal connections to time, place, and social/cultural systems is limited	Values the various historical and contemporary cultures that influences an individual's daily life and appreciates the importance of personal connections to time, place, and social/cultural systems	Appreciation of the various historical and contemporary cultures that influences an individual's daily life and appreciates the importance of personal connections to time, place, and social/cultural systems is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues including the role of perceptions, attitudes, values, and beliefs in the development of personal identity; the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups; and mental health and behavioral disorders in contemporary society.	Analyzes and constructs reasoned judgments about issues including the role of perceptions, attitudes, values, and beliefs in the development of personal identity; the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups; and mental health and behavioral disorders in contemporary society.	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues including the role of perceptions, attitudes, values, and beliefs in the development of personal identity; the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups; and mental health and behavioral disorders in contemporary society.
<b>Application</b>	Application of ideas, theories and modes of inquiry drawn from psychology in the examination of persistent issues and social problems is inadequate.	Explains and applies ideas, theories and modes of inquiry drawn from psychology in the examination of persistent issues and social problems.	Application of ideas, theories and modes of inquiry drawn from psychology in the examination of persistent issues and social problems exceptionally astute

**SECONDARY HISTORY/SS STANDARD -- INDIVIDUALS, GROUPS AND INSTITUTIONS.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Individuals, Groups and Institutions.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of concepts of group, institution, role, status, social class and belief system and the connections and interactions of individuals, groups, and institutions in society as well as how they develop and change over time	Understands concepts of group, institution, role, status, social class and belief system and the connections and interactions of individuals, groups, and institutions in society as well as how they develop and change over time	Has exceptionally thorough and deep understanding of concepts of group, institution, role, status, social class and belief system and the connections and interactions of individuals, groups, and institutions in society as well as how they develop and change over time
<b>Values</b>	Respect for the contemporary and historical belief systems basic to specific traditions and laws in various cultures is limited	Respects the contemporary and historical belief systems basic to specific traditions and laws in various cultures	Respect for the contemporary and historical belief systems basic to specific traditions and laws in various cultures is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues including group and institutional influences on people, events, and elements of culture in both historical and contemporary settings; the tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions; the role of institutions in furthering both community and change; and the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings	Analyzes and constructs reasoned judgments about issues including group and institutional influences on people, events, and elements of culture in both historical and contemporary settings; the tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions; the role of institutions in furthering both community and change; and the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues including group and institutional influences on people, events, and elements of culture in both historical and contemporary settings; the tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions; the role of institutions in furthering both community and change; and the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings
<b>Application</b>	Application of ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems is inadequate.	Applies ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.	Application of ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems is exceptionally astute

**SECONDARY HISTORY/SS STANDARD -- POWER, AUTHORITY, AND GOVERNANCE.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Power, Authority, and Governance.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance, including Illinois government.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of concepts of family, social groups, organizations, community, and nation, governments and the basic features of the American and Illinois political systems as well as issues including the connections and interactions of individuals, groups, nations, governments, and political systems as well as how they develop and change over time	Understands concepts of family, social groups, organizations, community, and nation, governments and the basic features of the American and Illinois political systems as well as issues including the connections and interactions of individuals, groups, nations, governments, and political systems as well as how they develop and change over time	Has exceptionally thorough and deep understanding of concepts of family, social groups, organizations, community, and nation, governments and the basic features of the American and Illinois political systems as well as issues including the connections and interactions of individuals, groups, nations, governments, and political systems as well as how they develop and change over time
<b>Values</b>	Respect for the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation is limited	Respects the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;	Respect for the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues involving the rights, roles, and status of individuals in relation to the general welfare; how governments powers are acquired, used, and justified ; how governments attempt to achieve their stated ideals at home and abroad; how nations and organizations respond to forces of unity and diversity affecting order and security; and the conditions that contribute to conflict and cooperation within and among nations	Analyzes and constructs reasoned judgments about issues involving the rights, roles, and status of individuals in relation to the general welfare; how governments powers are acquired, used, and justified ; how governments attempt to achieve their stated ideals at home and abroad; how nations and organizations respond to forces of unity and diversity affecting order and security; and the conditions that contribute to conflict and cooperation within and among nations	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues involving the rights, roles, and status of individuals in relation to the general welfare; how governments powers are acquired, used, and justified ; how governments attempt to achieve their stated ideals at home and abroad; how nations and organizations respond to forces of unity and diversity affecting order and security; and the conditions that contribute to conflict and cooperation within and among nations
<b>Application</b>	Application of theories and modes of inquiry drawn from political science and concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems is inadequate	Applies theories and modes of inquiry drawn from political science and concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;	Application of theories and modes of inquiry drawn from political science and concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems is exceptionally astute

**SECONDARY HISTORY/SS STANDARD -- PRODUCTION, DISTRIBUTION, AND CONSUMPTION.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Production, Distribution, and Consumption.** Demonstrates the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption, including Illinois economics.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of the concepts of economics as a field of inquiry vs. the economy, domestic and global economic systems, supply, demand, production, distribution, consumption, prices, incentives, profits, key patterns of production, distribution and consumption (including in Illinois), as well as the connections and interactions among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations	Understands the concepts of economics as a field of inquiry vs. the economy, domestic and global economic systems, supply, demand, production, distribution, consumption, prices, incentives, profits, key patterns of production, distribution and consumption (including in Illinois), as well as the connections and interactions among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations	Has exceptionally thorough and deep understanding of the concepts of economics as a field of inquiry vs. the economy, domestic and global economic systems, supply, demand, production, distribution, consumption, prices, incentives, profits, key patterns of production, distribution and consumption (including in Illinois), as well as the connections and interactions among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations
<b>Values</b>	Respect for the values and beliefs that influence economic decisions in different societies is limited	Respects the values and beliefs that influence economic decisions in different societies	Respect for the values and beliefs that influence economic decisions in different societies is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues including how various economic systems deal with competition, government, banks, labor and labor unions, savings and investments, and capital; the costs and benefits to society of allocating goods and services through private and public sectors; the role of specialization and exchange in economic processes; decisions about how goods and services are to be produced and distributed; and devising economic plans for accomplishing socially desirable outcomes	Analyzes and constructs reasoned judgments about issues including how various economic systems deal with competition, government, banks, labor and labor unions, savings and investments, and capital; the costs and benefits to society of allocating goods and services through private and public sectors; the role of specialization and exchange in economic processes; decisions about how goods and services are to be produced and distributed; and devising economic plans for accomplishing socially desirable outcomes	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues including how various economic systems deal with competition, government, banks, labor and labor unions, savings and investments, and capital; the costs and benefits to society of allocating goods and services through private and public sectors; the role of specialization and exchange in economic processes; decisions about how goods and services are to be produced and distributed; and devising economic plans for accomplishing socially desirable outcomes
<b>Application</b>	Application of economic concepts and reasoning when evaluating historical and contemporary social developments such as the allocation of health care or the consumption of energy is inadequate	Applies economic concepts and reasoning when evaluating historical and contemporary social developments such as the allocation of health care or the consumption of energy	Application of economic concepts and reasoning when evaluating historical and contemporary social developments such as the allocation of health care or the consumption of energy is exceptionally astute

**SECONDARY HISTORY/SS STANDARD –SCIENCE, TECHNOLOGY AND SOCIETY.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Science, Technology and Society.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of the impact on human societies and the physical world of scientific knowledge, technologies, and knows both current and historical examples of the interaction and interdependence of society, science, technology, and ethical standards from diverse world cultures	Understands the impact on human societies and the physical world of scientific knowledge, technologies, and knows both current and historical examples of the interaction and interdependence of society, science, technology, and ethical standards from diverse world cultures	Has exceptionally thorough and deep understanding of the impact on human societies and the physical world of scientific knowledge, technologies, and knows both current and historical examples of the interaction and interdependence of society, science, technology, and ethical standards from diverse world cultures
<b>Values</b>	Appreciation of how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions is limited	Appreciates how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;	Appreciation of how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues including the ways in which science and technology influence core societal values, beliefs, and attitudes; how societal attitudes shape scientific and technological change; policies that influence public discussions associated with science and technology and that deal with social changes resulting from new technologies	Analyzes and constructs reasoned judgments about issues including the ways in which science and technology influence core societal values, beliefs, and attitudes; how societal attitudes shape scientific and technological change; policies that influence public discussions associated with science and technology and that deal with social changes resulting from new technologies	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues including the ways in which science and technology influence core societal values, beliefs, and attitudes; how societal attitudes shape scientific and technological change; policies that influence public discussions associated with science and technology and that deal with social changes resulting from new technologies
<b>Application</b>	Application of ideas, theories and modes of inquiry drawn from science and technology in the examination of persistent issues and social problems is inadequate.	Applies ideas, theories and modes of inquiry drawn from science and technology in the examination of persistent issues and social problems.	Application of ideas, theories and modes of inquiry drawn from science and technology in the examination of persistent issues and social problems is exceptionally astute



**SECONDARY HISTORY/SS STANDARD -- GLOBAL CONNECTIONS.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Global Connections.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of the conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; how individual behaviors and decisions connect with global systems and how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;	Understands the conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; how individual behaviors and decisions connect with global systems and how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;	Has exceptionally thorough and deep understanding of the conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; how individual behaviors and decisions connect with global systems and how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
<b>Values</b>	Appreciation of the need for facilitating broader global understanding is limited	Appreciates the need for facilitating broader global understanding	Appreciation of the need for facilitating broader global understanding is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments about issues including the effects of changing technologies on the global community; the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, the relationships and tensions between national sovereignty and global interests, conflicts related to universal human rights; and the role of international and multinational organizations in the global arena	Analyzes and constructs reasoned judgments about issues including the effects of changing technologies on the global community; the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, the relationships and tensions between national sovereignty and global interests, conflicts related to universal human rights; and the role of international and multinational organizations in the global arena	Is unusually skillful and insightful when analyzing and constructing reasoned judgments about issues including the effects of changing technologies on the global community; the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, the relationships and tensions between national sovereignty and global interests, conflicts related to universal human rights; and the role of international and multinational organizations in the global arena
<b>Application</b>	Application of ideas, theories and modes of inquiry drawn from anthropology, political science, economics and sociology in the examination of persistent global issues and social problems such as health care, security, resource allocation, economic development, and environmental quality is inadequate	Applies ideas, theories and modes of inquiry drawn from anthropology, political science, economics and sociology in the examination of persistent global issues and social problems such as health care, security, resource allocation, economic development, and environmental quality	Application of ideas, theories and modes of inquiry drawn from anthropology, political science, economics and sociology in the examination of persistent global issues and social problems such as health care, security, resource allocation, economic development, and environmental quality is exceptionally astute

**SECONDARY HISTORY/SS STANDARD -- CIVIC IDEALS AND PRACTICES.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Civic Ideals and Practices.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices, including Illinois civics.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts</b>	Has limited or inaccurate understanding of the origins and the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law; the influence of various forms of citizen action on public policy; and a variety of public policies and issues, nationally and in Illinois from the perspective of formal and informal political actors	Understands the origins and the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law; the influence of various forms of citizen action on public policy; and a variety of public policies and issues, nationally and in Illinois from the perspective of formal and informal political actors	Has exceptionally thorough and deep understanding of the origins and the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law; the influence of various forms of citizen action on public policy; and a variety of public policies and issues, nationally and in Illinois from the perspective of formal and informal political actors
<b>Values</b>	Appreciation of the key ideals of the democratic republican form of government, and/or the need for and respects multiple points of view in a democratic society is limited and/or respect for multiple points of view is insufficient or reluctant	Values the key ideals of the democratic republican form of government, but also appreciates the need for and respects multiple points of view in a democratic society	Appreciation of the key ideals of the democratic republican form of government, as well as the need for and respects multiple points of view in a democratic society is especially perceptive and well developed
<b>Analysis and Evaluation</b>	Has significant difficulty analyzing and constructing reasoned judgments, acknowledging multiple points of view, about issues including citizen's rights and responsibilities; the effectiveness of public opinion in influencing and shaping public policy; the degree to which public policies and citizen behaviors reflect or foster the ideals of a democratic republican form of government; achievement of goals related to issues of public concern; and options for citizen action to strengthen the common good	Analyzes and constructs reasoned judgments, acknowledging multiple points of view, about issues including citizen's rights and responsibilities; the effectiveness of public opinion in influencing and shaping public policy; the degree to which public policies and citizen behaviors reflect or foster the ideals of a democratic republican form of government; achievement of goals related to issues of public concern; and options for citizen action to strengthen the common good	Is unusually skillful and insightful when analyzing and constructing reasoned judgments, acknowledging multiple points of view, about issues including citizen's rights and responsibilities; the effectiveness of public opinion in influencing and shaping public policy; the degree to which public policies and citizen behaviors reflect or foster the ideals of a democratic republican form of government; achievement of goals related to issues of public concern; and options for citizen action to strengthen the common good
<b>Application</b>	Application of ideas, theories and modes of inquiry drawn from political science in the examination of persistent issues and social problems is inadequate.	Applies ideas, theories and modes of inquiry drawn from political science in the examination of persistent issues and social problems.	Application of ideas, theories and modes of inquiry drawn from political science in the examination of persistent issues and social problems is exceptionally astute

**SECONDARY HISTORY/SS STANDARD – CONTENT KNOWLEDGE IN THE MAJOR - HISTORY.  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**History.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history including Illinois history.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Concepts and Content</b>	Has limited or inaccurate understanding of historical research processes, issues and problems in the past and factors contributing to such problems, historical content in United States and Illinois history; historical content of diverse civilizations throughout the world, as well as historical understanding encompassing social, political, economic, and cultural history and the history of science and technology.	Understands historical research processes, issues and problems in the past and factors contributing to such problems, historical content in United States and Illinois history; historical content of diverse civilizations throughout the world, as well as historical understanding encompassing social, political, economic, and cultural history and the history of science and technology.	Has exceptionally thorough and deep understanding of historical research processes, issues and problems in the past and factors contributing to such problems, historical content in United States and Illinois history; historical content of diverse civilizations throughout the world, as well as historical understanding encompassing social, political, economic, and cultural history and the history of science and technology.
<b>Values</b>	Enthusiasm for history and historical ways of knowing and also appreciation of the tentative nature of historical interpretations is limited	Demonstrates enthusiasm for history and historical ways of knowing but also appreciates the tentative nature of historical interpretations	Enthusiasm for history and historical ways of knowing and also appreciation of the tentative nature of historical interpretations is especially perceptive and well developed
<b>Analysis and Interpretation</b>	Has significant difficulty demonstrating skills of historical analysis and interpretation, such as comparison and contrast, differentiation between historical facts and interpretations, consideration of multiple perspectives, analysis of cause and effect relationships, comparison of competing historical narratives, hypothesizing the influence of the past; using historical comprehension to interpret historical texts, and using chronological thinking to understand historical events in a temporal context	Demonstrates skills of historical analysis and interpretation, such as comparison and contrast, differentiation between historical facts and interpretations, consideration of multiple perspectives, analysis of cause and effect relationships, comparison of competing historical narratives, hypothesizing the influence of the past; using historical comprehension to interpret historical texts, and using chronological thinking to understand historical events in a temporal context	Is unusually skillful and insightful when using tools of historical analysis and interpretation, such as comparison and contrast, differentiation between historical facts and interpretations, consideration of multiple perspectives, analysis of cause and effect relationships, comparison of competing historical narratives, hypothesizing the influence of the past; using historical comprehension to interpret historical texts, and using chronological thinking to understand historical events in a temporal context
<b>Larger Questions</b>	Has significant difficulty asking large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the world	Asks large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the world	Is unusually skillful and thoughtful when asking large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the world

**SECONDARY HISTORY/SS STANDARD –LEARNING ENVIRONMENT  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Learning Environment.** Designs and manages safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Social science learning environment</b>	Has limited knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology and/or has few strategies for organizing and supporting individual and group learning about the social sciences	Uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group learning about the social sciences	Uses extensive knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop highly effective strategies for organizing and supporting individual and group learning about the social sciences
<b>Democratic Values</b>	Demonstrates minimal commitment to the expression and use of democratic values in the classroom; insufficient participation of all students in decision-making	Committed to the expression and use of democratic values in the classroom, ensuring satisfactory participation of all students in decision-making	Highly committed to the expression and use of democratic values in the classroom, ensuring full and varied participation of all students in decision-making
<b>Communication and Behavioral Expectations</b>	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
<b>Classroom Management</b>	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 thorough 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
<b>Organization of Resources</b>	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
<b>Evaluation and Adjustment of Environment</b>	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 HISTORY/SS 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.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Factors in Planning</b>	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
<b>Variations in Learning Styles</b>	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
<b>Meeting Developmental Needs</b>	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
<b>Short and Long Term Planning</b>	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
<b>Adjustment of Plans</b>	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
<b>Contextual Considerations</b>	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 HISTORY/SS 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.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Representations of Concepts</b>	Development of presentations and representations of concepts, using alternative explanations is inadequate or inappropriate to assist students' understanding; presentation of diverse perspectives to encourage critical thinking is insufficient	Develops a variety of presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking	Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking
<b>Instructional Strategies</b>	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)
<b>Cognitive Processes</b>	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
<b>Use of Materials and Resources</b>	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
<b>Development of Abilities and Skills</b>	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
<b>Modification of Strategies</b>	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

**SECONDARY HISTORY/SS STANDARD –COMMUNICATION**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instruction: Communication.** Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS</b> (at the preservice level)
<b>Role of Language in Learning</b>	Demonstrates limited appreciation of the role of language in learning in inquiry, classroom interaction, and communication of thoughts in oral and written classroom activities	Demonstrates satisfactory understanding of the role of language in in inquiry, classroom interaction, and communication of thoughts in oral and written classroom activities	Demonstrates an exceptional understanding of the role of language in learning in inquiry, classroom interaction, and communication of thoughts in oral and written classroom activities
<b>Culture and Gender Differences</b>	Exhibits limited sensitivity in selecting educational materials that reflect multicultural perspectives or shows insufficient understanding about how culture and gender can effect classroom communication, collaboration, interaction with peers	Exhibits sensitivity in selecting educational materials that reflect multicultural perspectives and shows adequate understanding about how culture and gender can effect classroom communication, collaboration, interaction with peers	Exhibits little a heightened sensitivity in selecting educational materials that reflect multicultural perspectives and shows extensive understanding about how culture and gender can effect classroom communication, collaboration, interaction with peers;
<b>Verbal Communication</b>	Use of oral and written discourse to convey information, communicate thoughts, ask questions, promote active inquiry, and/or to analyze/synthesize classroom learning is limited, ineffective or inappropriate	Uses oral and written discourse appropriately to convey information, communicate thoughts, ask questions, promote active inquiry, and to analyze/synthesize classroom learning	Demonstrates an unusually effectively use of oral and written discourse to support inquiry, communicate thoughts, and reflect an in-depth analysis and synthesis of classroom learning
<b>Nonverbal Communication</b>	Use of visual, aural, kinesthetic and nonverbal cues in classroom presentations and assignments is limited, ineffective, or inappropriate, reflecting insufficient forethought and planning	Uses a variety of visual, aural, kinesthetic and nonverbal cues in classroom presentations and assignments, reflecting satisfactory forethought and planning	Demonstrates a creative and highly appropriate use of a variety of visual, aural, kinesthetic and nonverbal cues in classroom presentations and assignments that reflect thoughtful and careful foresight and planning

**SECONDARY HISTORY/SS 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.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Variety of assessment instruments</b>	Knowledge of how to select, construct, and use 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 use 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 use 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
<b>Purposes of assessment</b>	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
<b>Uses of assessment</b>	Use of assessment to evaluate students' progress and the effect of instruction on student performance is limited or superficial and/or use 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.	Use 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.
<b>Additional sources of assessment</b>	Solicits insufficient additional assessment information from multiple sources (e.g., parents and colleagues, and student self-assessment) when needed	Solicits additional assessment information from multiple sources (e.g., parents and colleagues, and student self-assessment) when appropriate	Makes extraordinary efforts to solicit additional assessment information from multiple sources (e.g., parents and colleagues, and student self-assessment) and uses them very effectively
<b>Student Self-assessment</b>	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	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	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
<b>Recording and communicating assessments</b>	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 highly useful and meticulous 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.

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Commitment to students with special needs</b>	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.
<b>Implications of disability for human development</b>	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
<b>Special education law</b>	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
<b>Positive climate and social interaction</b>	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
<b>Adapting curriculum, instruction, materials and assessment</b>	Strategies for adapting the general curriculum, instruction, materials and assessment are incomplete, inadequate or inappropriate	Adapts the general curriculum and use instruction, materials and assessment that are appropriate for the needs of the special learner.	Creatively adapts the general curriculum, instruction, materials, and assessment, and incorporates assistive technology appropriate for the needs of the special learner
<b>Collaboration with colleagues and families/communities</b>	Collaboration with colleagues and families is minimal and support for students is inadequate or inappropriate	Provides appropriate support for students by collaborating with colleagues and families	Collaboration with colleagues and families to support students with disabilities is sensitive, extensive, and proactive

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

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

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Commitment to using technology</b>	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
<b>IL Technology Learning Standards</b>	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
<b>Hardware &amp; software</b>	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
<b>Matching technology to students' needs</b>	Evidences limited or no ability to critique & use hardware & software based on students' learning needs	Adequately critiques & uses hardware & software based on students' learning needs	Highly individualizes hardware/ software content & students' use to meet individual needs & the learning situation; rationales for uses reflect keen ability to evaluate utility of the hardware &/or software for each context
<b>Assessment of students' technology uses</b>	Demonstrates inadequate ability to design & use assessment tools for monitoring students' growth in understanding & using technology	Designs appropriate assessment processes & procedures that monitor students' growth in understanding & using technology	Designs & integrates appropriate, multifaceted assessment tools & practices into students' engagements with technology, to monitor growth in understanding & skills

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

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

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Productivity tools</b>	Shows little or no evidence of ability to use productivity tools appropriately for instruction or program management	Appropriately uses basic productivity tools (e.g., word processing, spread sheet) for instruction or program management	Thoroughly & creatively integrates a variety of productivity tools into instruction &/or program management repertoire
<b>Technology-based resources</b>	Demonstrates limited skilled use of technology resources for personal professional development &/or professional communication	Appropriately uses technology resources (e.g., Internet, email, productivity tools) to research & to communicate with other professionals	Keenly chooses & skillfully uses technology-based resources for professional research & communication with the professional community
<b>Ethics</b>	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

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

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

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

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

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

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

**SECONDARY STANDARD –LANGUAGE ARTS INSTRUCTION & IMPROVEMENT  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

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

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

**SECONDARY STANDARD – CONTENT AREA READING IN MATH, SCIENCE, SOCIAL SCIENCE & VISUAL ARTS**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Secondary Content Area Reading.** Understands the process of reading and demonstrates instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS</b> (at the preservice level)
<b>Selecting Materials</b>	Analysis and evaluation of content area instructional materials in terms of readability, content, length, format, illustrations, etc. is limited or inaccurate	Analyzes and evaluates content area instructional materials in terms of readability, content, length, format, illustrations, etc.	Analysis and evaluation of content area instructional materials in terms of readability, content, length, format, illustrations, etc. is highly accurate
<b>Vocabulary</b>	Lessons to develop content-area vocabulary using relationships among words, context clues, connotation and denotation are inadequate or ineffective	Plans and teaches lessons that develop content-area vocabulary using relationships among words, context clues, connotation and denotation	Lessons to develop content-area vocabulary using relationships among words, context clues, connotation and denotation are insightful and highly effective
<b>Comprehension</b>	Use of comprehension strategies that help students analyze, evaluating synthesize and summarize material, monitor comprehension, correct misunderstandings, and write about the content to improve understanding is limited or ineffective	Plans and models comprehension strategies before, during, and after reading .that help students analyze, evaluating synthesize and summarize material, monitor comprehension, correct misunderstandings, and write about the content to improve understanding.	Use of comprehension strategies before, during, and after reading that help students analyze, evaluating synthesize and summarize material, monitor comprehension, correct misunderstandings, and write about the content to improve understanding is based on theory and research and highly effective.
<b>Study Strategies</b>	Lessons to help students preview and prepare to study text, recognize organizational patterns in informational text, and use graphic organizers as an aid for recalling information are insufficient or ineffective.	Plans and teaches lessons to help students preview and prepare to study text, recognize organizational patterns in informational text, and use graphic organizers as an aid for recalling information.	Lessons to help students preview and prepare to study text, recognize organizational patterns in informational text, and use graphic organizers as an aid for recalling information are exceptionally effective
<b>Inquiry Skills</b>	Units that require students to carry out research or inquiry using multiple texts, including electronic resources are limited or ineffective.	Plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.	Units that require students to carry out research or inquiry using multiple texts, including electronic resources are motivating and highly effective
<b>Assessment</b>	Monitoring of students' reading progress in content area classes through observations, work samples, and informal reading assessments is inadequate.	Monitors students' reading progress in content area classes through observations, work samples, and informal reading assessments.	Continuous, efficient monitoring of students' reading progress in content area classes through observations, work samples, and informal reading assessments yields useful exceptionally useful information.

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

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

	<b>DOES NOT MEET At the preservice level</b>	<b>MEETS At the preservice level</b>	<b>EXCEEDS At the preservice level</b>
<b>Value of inquiry</b>	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
<b>Key concepts</b>	Explanation and/or use 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 use 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
<b>Designing inquiry</b>	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
<b>Ethical Issues in Inquiry</b>	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
<b>Evaluating existing research</b>	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 demonstrate application of strong critical thinking skills
<b>Use of technology in research</b>	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use 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 use of technology when conducting research in education is highly appropriate and effective



**SECONDARY HISTORY/SS 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.

	<b>DOES NOT MEET</b> <b>At the preservice level</b>	<b>MEETS</b> <b>At the preservice level</b>	<b>EXCEEDS</b> <b>At the preservice level</b>
<b>Context and rationale for collaboration</b>	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.
<b>Commitment to collaboration</b>	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.
<b>Community of learners</b>	Displays limited understanding of the concept of a community of learners, rarely interacts with instructors and peers as a colleague, and/or design of opportunities for a community of learners in science teaching is inadequate.	Understands the concept of a community of learners, interacts with instructors and peers as a colleague, and creates opportunities for a community of learners in science teaching.	Displays strong understanding of the concept of a community of learners, interacts enthusiastically with instructors and peers as a colleague, and design of opportunities for a community of learners in science teaching is proactive and highly effective.
<b>Collaboration with colleagues</b>	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
<b>Collaboration with families and communities</b>	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 use 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.
<b>Students Rights/Teacher Responsibilities</b>	Collaborates in ways that show 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 show 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 HISTORY/SS 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.

	<b>DOES NOT MEET At the preservice level</b>	<b>MEETS At the preservice level</b>	<b>EXCEEDS At the preservice level</b>
<b>Commitment to Reflection and Professional Growth</b>	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
<b>Improving Teaching</b>	Use 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.
<b>Professional Development</b>	Attempts to seek document personal strengths and weaknesses and/or seek opportunities 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) are limited	Documents personal strengths and weaknesses and seeks opportunities 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)
<b>Professional Activities</b>	Participation in student associations, workshops and activities related to science teaching and/or reading of journals of professional associations in the field is limited or reluctant.	Participates in student associations, workshops and activities related to science teaching and reads journals of professional associations in the field.	Participation in student associations, workshops and activities related to science teaching and reading of journals of professional associations in the field are unusually strong and proactive.

**SECONDARY HISTORY/SS 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

	<b>DOES NOT MEET At the preservice level</b>	<b>MEETS At the preservice level</b>	<b>EXCEEDS At the preservice level</b>
<b>Education as a Profession</b>	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
<b>Laws and Policies</b>	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
<b>Ethical Standards</b>	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
<b>Roles Beyond the Classroom</b>	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
<b>Professional Responsibility</b>	Personal responsibility for one's own professional growth and/or for assisting peers and colleagues to develop high quality learning experiences in science is limited or reluctant.	Takes personal responsibility for one's own professional growth and for assisting peers and colleagues to develop high quality learning experiences in science.	Personal responsibility for one's own professional growth and for assisting peers and colleagues to develop high quality learning experiences in science is exceptionally strong and proactive
<b>Professional Integrity</b>	Ability to handle problems and tension calmly and effectively and/or to relate to peers, instructors and supervisors with integrity and respect is limited.	Demonstrates the ability to handle problems and tension calmly and effectively, and to relate to peers, instructors and supervisors with integrity and respect.	Ability to handle problems and tension calmly and effectively and to relate to peers, instructors and supervisors with integrity and respect is exceptionally sensitive, thoughtful, and professional.