RUBRICS
FOR
SECONDARY VISUAL ARTS EDUCATION STANDARDS

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

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

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

Prepared by Stephen Haymes June 5, 2002

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

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

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

Prepared by Stephen Haymes, June 5, 2002

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

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

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

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

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

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

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

SECONDARY VISUAL ARTS STANDARD -- TECHNICAL QUALITIES OF ART.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Technical Qualities of Art.   Understands the sensory elements, organizational principles, and expressive qualities of the visual arts.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Appreciation	Appreciation of the aesthetic and expressive qualities of the visual arts is limited	Appreciates the aesthetic and expressive qualities of the visual arts	Appreciation of the aesthetic and expressive qualities of the visual arts is strong and enthusiastic
Elements and Principles	Understanding and/or use of the elements (color, form, line, shape, space, texture, and value) and principles (balance, contrast, harmony, movement, pattern, repetition, rhythm, and unity) of design in art work is limited.	Understands and uses the elements (color, form, line, shape, space, texture, and value) and principles (balance, contrast, harmony, movement, pattern, repetition, rhythm, and unity) of design in art work	Understanding and use of the elements (color, form, line, shape, space, texture, and value) and principles (balance, contrast, harmony, movement, pattern, repetition, rhythm, and unity) of design in art work are exceptionally insightful and skillful
Dimensions	Understanding and/or use of properties of two- and three-dimensional space and/or of the fourth dimension, time in art work is minimal	Understands and uses the properties of two- and three-dimensional space and of the fourth dimension, time in art work	Understanding and use of properties of two- and three-dimensional space and of the fourth dimension, time in art work is exceptionally perceptive and skillful
Expressive Qualities	Understanding and/or demonstration of how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning is limited or inappropriate	Understands and demonstrates how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning	Understanding and demonstration of how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning are unusually sensitive and skillful

SECONDARY VISUAL ARTS STANDARD –COMMONALITIES, DISTINCTIONS AND CONNECTIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Commonalities, Distinctions and Connections. Understands the commonalties, distinctions, and connections in and among the fine arts.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Appreciation	Exploration of connections among various elements, principles, tools, and art forms is insufficiently valued	Values exploration of connections among various elements, principles, tools, and art forms	Exploration of connections among various elements, principles, tools, and art forms is enthusiastic and highly valued
Commonalities and Distinctions	Analysis and/or evaluation of similar and distinctive elements, principles, processes, expressive ideas, themes, historical periods, or societal contexts of artworks in and among the arts is inadequate.	Analyzes and evaluates similar and distinctive elements, principles, processes, expressive ideas, themes, historical periods, or societal contexts of artworks in and among the arts.	Analysis and evaluation of similar and distinctive elements, principles, processes, expressive ideas, themes, historical periods, or societal contexts of artworks in and among the arts are thorough and exceptionally insightful
Connections	Understanding and/or exploration of how different art forms combine to create an interrelated artwork (e.g., musical theatre, and cinematography) is limited	Understands and explores how different art forms combine to create an interrelated artwork (e.g., musical theatre, and cinematography).	Understanding and exploration of how different art forms combine to create an interrelated artwork (e.g., musical theatre, and cinematography) are unusually skillful and creative
Collaboration	Work with other artists in developing inter-related artworks is insufficient.	Works with other artists in developing inter-related artworks.	Work with other artists in developing inter-related artworks is proactive and strongly collaborative

SECONDARY VISUAL ARTS STANDARD --PROCESS AND PRODUCTION OF ART.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Process and Production of Art. Understands the process and production of the visual arts.

	Does Not Meet **(at preservice level)**	**Meets** **(at preservice level)**	**Exceeds** **(at preservice level)**
Appreciation	Demonstrates minimal enthusiasm for exploration of new media, technologies, tools and processes	Enjoys exploration of new media, technologies, tools and processes	Demonstrates heightened enthusiasm for exploration of new media, technologies, tools and processes
Selection	Selection of tools/techniques and processes to create specific effects is inadequate or inappropriate.	Selects tools/techniques and processes to create specific effects.	Selection of tools/techniques and processes to create specific effects is highly appropriate and creative.
Tools	Use of media and tools is inappropriate and/or insufficiently safe and responsible	Uses media and tools appropriately and in a safe and responsible manner.	Uses media and tools in a highly effective and appropriate manner with heightened attention to safety and responsibility
Production	Exploration and/or understanding of processes and production of the visual arts is limited	Explores and understands processes and production of the visual arts	Exploration and understanding of processes and production of the visual arts is extensive and highly skillful
Communication of Ideas	Evaluation of how the selection of media, tools, technologies, and processes is used to support and influence the communication of ideas is inadequate or inappropriate	Evaluates how the selection of media, tools, technologies, and processes is used to support and influence the communication of ideas.	Evaluation of how the selection of media, tools, technologies, and processes is used to support and influence the communication of ideas is thorough and unusually insightful

SECONDARY VISUAL ARTS STANDARD -- EXPRESSIVE ARTISTIC SKILLS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Expressive Artistic Skills. Applies knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Dimensions	Displays limited skills for producing artworks in two and three dimensions and/or in the time arts.	Creates artworks in two and three dimensions and/or in the time arts.	Displays extraordinary skills for producing artworks in two and three dimensions and/or in the time arts.
Styles	Displays insufficient skills for producing artworks that are realistic, abstract, conceptual, functional, and decorative.	Creates artworks that are realistic, abstract, conceptual, functional, and decorative.	Displays superior skills for producing artworks that are realistic, abstract, conceptual, functional, and decorative.
Manipulative skills	Demonstrates inadequate manipulative skills to draw and build works of art in a range of media.	Demonstrates manipulative skills to draw and build works of art in a range of media.	Demonstrates extraordinary manipulative skills to draw and build works of art in a range of media.
Problem Solving	Displays limited ability to create artworks that demonstrate the processes of problem solving and creative exploration.	Creates artwork that demonstrates the processes of problem solving and creative exploration.	Displays unusually strong ability to create artworks that demonstrate the processes of problem solving and creative exploration.

SECONDARY VISUAL ARTS STANDARD -- FUNCTION OF VISUAL ARTS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Function of Visual Arts. Analyzes how the visual arts function in history, society and everyday life.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
History	Analysis of the function of the visual arts in various eras and cultures and how these functions have changes over time is limited.	Analyzes the function of the visual arts in various eras and cultures and how these functions have changes over time.	Analysis of the function of the visual arts in various eras and cultures and how these functions have changes over time is strong and exceptionally insightful.
Society	Analysis of how the visual arts have contributed over time to cultural and societal contexts and have influenced communication, celebrations, occupations, recreation, politics and entertainment is inadequate.	Analyzes how the visual arts have contributed over time to cultural and societal contexts and have influenced communication, celebrations, occupations, recreation, politics and entertainment.	Analysis of how the visual arts have contributed over time to cultural and societal contexts and have influenced communication, celebrations, occupations, recreation, politics and entertainment is exceptionally perceptive.
Everyday Life	Analysis of how the visual arts (e.g., mass media, environmental and product design)do and have been used to inform, influence, and persuade is insufficient.	Analyzes how the visual arts (e.g., mass media, environmental and product design)do and have been used to inform, influence, and persuade.	Analysis of how the visual arts (e.g., mass media, environmental and product design)do and have been used to inform, influence, and persuade is unusually astute.

SECONDARY VISUAL ARTS STANDARD – RELATIONSHIP OF VISUAL ARTS TO SOCIETY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Relationship of Visual Arts to Society. Understands how the visual arts shape and reflect history, society, and everyday life.

	Does Not Meet (at preservice level)	**Meets** (at preservice level)	**Exceeds** (at preservice level)
Characteristics	Analysis and classification of the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures is limited	Analyzes and classifies the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures	Analysis and classification of the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures is strong and insightful
Relationships	Analysis of how the arts shape and reflect ideas, issues, or themes in a variety of cultures and historical periods is inadequate.	Analyzes how the arts shape and reflect ideas, issues, or themes in a variety of cultures and historical periods.	Analysis of how the arts shape and reflect ideas, issues, or themes in a variety of cultures and historical periods is unusually perceptive.

SECONDARY VISUAL ARTS STANDARD –HUMAN DEVELOPMENT AND LEARNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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

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

SECONDARY VISUAL ARTS STANDARD -- DIVERSE STUDENTS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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

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

SECONDARY VISUAL ARTS STANDARD – LEARNING ENVIRONMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Value of the Arts	Demonstrates limited commitment to creating a classroom environment that recognizes the power of the visual arts for fostering communication and learning, appreciates the cultural dimensions of artistic expression, and integrates art with academic subjects.	Creates a classroom environment that recognizes the power of the visual arts for fostering communication and learning, appreciates the cultural dimensions of artistic expression, and integrates art with academic subjects.	Demonstrates an strong and proactive commitment to creating a classroom environment that recognizes the power of the visual arts for fostering communication and learning, appreciates the cultural dimensions of artistic expression, and integrates art with academic subjects.
Democratic Values	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
Communication and Behavioral Expectations	Creates insufficient or inappropriate expectations and processes for communication and behavior such that the amount of class time spent in learning is not adequately maximized	Adequately maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior	Efficiently maximizes the amount of class time spent in learning by creating high but achievable expectations and processes for communication and behavior
Classroom Management	Understanding of the principles of effective classroom management is inadequate; use of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom is insufficient or inappropriate	Adequately understands the principles of effective classroom management and can use several strategies to promote positive relationships, cooperation, and purposeful learning in the classroom	Has a through understanding of the principles of effective classroom management and can use a wide variety of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom
Organization of Resources	Does not adequately organize, allocate, and manage the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks	Appropriately organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks	Organizes, allocates, and manages the resources of time, space, activities, and attention effectively and efficiently to provide active and equitable engagement of students in productive tasks
Evaluation and Adjustment of Environment	Analysis of the classroom environment is inadequate or inappropriate; decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work are inappropriate or insufficient	Analyzes the classroom environment and makes appropriate decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work	Acutely analyzes the classroom environment and makes highly appropriate and effective decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work

SECONDARY VISUAL ARTS STANDARD -- PLANNING AND INSTRUCTIONAL DELIVERY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Planning and Instructional Delivery.   Plans instruction and uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving and performance skills in the visual arts.

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Factors in Planning	Has inadequate understanding of learning theory, subject matter, curriculum development, student development, and learning styles; 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, student development, and learning styles and uses this knowledge in planning instruction to meet curriculum goals	Has excellent understanding of learning theory, subject matter, curriculum development, student development, and learning styles and uses this knowledge very effectively in planning instruction to meet curriculum goals
Short and Long Term Planning	Creates inadequate short-range and/or long-term plans that are linked to student needs and performance in limited ways	Creates short-range and long-term plans that are linked to student needs and performance	Creates highly effective short-range and long-term plans that are linked to student needs and performance
Adjustment of Plans	Adjustment of plans in response to unanticipated contingencies (e.g., student responses) to meet students' needs and/or enhance learning is inadequate of inappropriate	Adequately adjusts plans in response to unanticipated contingencies (e.g., student responses) to meet students' needs and enhance learning	Effectively and systematically adjusts plans in response to unanticipated contingencies (e.g., student responses) to meet students' needs and enhance learning
Visual Arts Curriculum	Develops an inadequate or poorly sequenced visual arts curriculum that minimally integrates the arts with other art forms and subject areas	Develops a sequenced visual arts curriculum that integrates the arts with other art forms and subject areas	Develops an unusually coherent and well-sequenced visual arts curriculum that strongly integrates the arts with other art forms and subject areas
Use of Materials and Resources	Enhancement of visual arts learning through the use of a variety of tools, media, and materials as well as human and technological resources is insufficient or inappropriate	Sufficiently enhances visual arts learning through the use of a variety of tools, media, and materials as well as human and technological resources	Greatly enhances visual arts learning through the creative and effective use of a wide variety of tools, media, and materials as well as human and technological resources
Instructional Strategies	Use of multiple teaching and learning skills and strategies to develop students' critical thinking, independent problem solving, and performance capabilities is insufficient or inappropriate	Adequately uses multiple teaching and learning skills and strategies to develop students' critical thinking, independent problem solving, and performance capabilities	Uses a wide variety of teaching and learning skills and strategies to carefully and effectively develop students' critical thinking, independent problem solving, and performance capabilities
Modification of Strategies	Monitoring and adjustment of teaching strategies is inadequate or inappropriate; insufficiently values the flexibility and reciprocity necessary for adapting instruction	Appropriately monitors and adjusts teaching strategies and values the flexibility and reciprocity necessary for adapting instruction	Carefully and effectively monitors and adjusts teaching strategies and highly values the flexibility and reciprocity necessary for adapting instruction

SECONDARY VISUAL ARTS STANDARD – CLASSROOM COMMUNICATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Classroom 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

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Role of Language in Learning	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
Culture and Gender Differences	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;
Verbal Communication	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
Nonverbal Communication	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 VISUAL ARTS 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.

	DOES NOT MEET At the preservice level	**MEETS** At the preservice level	**EXCEEDS** At the preservice level
Technical qualities of assessment	Demonstrates limited understanding of the strengths, limitations, and technical qualities (validity, reliability, bias) of different types of assessments	Understands the strengths, limitations, and technical qualities (validity, reliability, bias) of different types of assessments	Demonstrates thorough and detailed understanding of the strengths, limitations, and technical qualities (validity, reliability, bias) of different types of assessments
Variety of assessment instruments	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
Purposes of assessment	Commitment to using ongoing assessment to improve instruction and to promote student growth rather than to deny students access to learning opportunities is limited or superficial	Is committed to using ongoing assessment to improve instruction and to promote student growth rather than to deny students access to learning opportunities.	Commitment to using ongoing assessment to improve instruction and to promote student growth rather than to deny students access to learning opportunities is strong and proactive
Uses of assessment	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.
Additional sources of assessment	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
Recording and communicating assessments	Records of student work and performance are inadequate and/or communication about student progress to students, parents, and other colleagues is haphazard or superficial	Maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.	Records of student work and performance are 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.

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

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

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

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

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

.

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

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

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.

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

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.

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

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

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

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

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).

	DOES NOT MEET (at the preservice level)	**MEETS** (at the preservice level)	**EXCEEDS** (at the preservice level)
Selecting Materials	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
Vocabulary	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
Comprehension	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.
Study Strategies	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
Inquiry Skills	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
Assessment	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

	DOES NOT MEET At the preservice level	MEETS At the preservice level	EXCEEDS At the preservice level
Value of inquiry	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in education
Key concepts	Explanation and/or 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
Designing inquiry	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
Ethical Issues in Inquiry	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
Evaluating existing research	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and demonstrate application of strong critical thinking skills
Use of technology in research	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 VISUAL ARTS STANDARD -- COLLABORATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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

	DOES NOT MEET At the preservice level	MEETS At the preservice level	EXCEEDS At the preservice level
Context and rationale for collaboration	Demonstrates inadequate understanding of schools within the larger community context and/or how all aspects of a child's experience (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.	Adequately understands schools within the larger community context and how all aspects of a child's experience (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.	Demonstrates thorough and sensitive understanding of schools within the larger community context and how all aspects of a child's experience (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
Commitment to collaboration	Concern for all aspects of a child's well-being (cognitive, emotional, social, and physical) is limited and/or is reluctant to work collaboratively with diverse families, professionals, and communities to improve the overall well-being and learning environment for students.	Is appropriately concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical) and is willing to work collaboratively with diverse families, professionals, and communities to improve the overall well-being and learning environment for students.	Demonstrates heightened awareness of and concern for all aspects of a child's well-being (cognitive, emotional, social, and physical and is enthusiastic about working collaboratively with diverse families, professionals, and communities to improve the overall well-being and learning environment for students.
Collaboration with colleagues	Participation in collegial activities with counselors, teachers, and professionals in community agencies to improve student learning and make the entire school a productive learning environment is limited, inappropriate, or unproductive.	Participates appropriately in collegial activities with counselors, teachers, and professionals in community agencies to improve student learning and make the entire school a productive learning environment.	Participation in collegial activities with counselors, teachers, and professionals in community agencies to improve student learning and make the entire school a productive learning environment is proactive and highly effective
Collaboration with families and communities	Establishes inadequate or inappropriate relationships with diverse families, and/or has difficulty developing cooperative partnerships to support student learning and well-being.	Establishes respectful and appropriate relationships with diverse families, and seeks to develop cooperative partnerships and 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.
Students Rights/Teacher Responsibilities	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 VISUAL ARTS STANDARD -- REFLECTION & PROFESSIONAL GROWTH
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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

	DOES NOT MEET At the preservice level	MEETS At the preservice level	EXCEEDS At the preservice level
Commitment to Reflection and Professional Growth	Commitment to self- assessment and reflection in order to refine practices that address the individual needs of students and that support appropriate professional practices for self and colleagues is limited or reluctant	Is committed self- assessment and reflection in order to refine practices that address the individual needs of students and that support appropriate professional practices for self and colleagues	Is strongly committed to critical thinking, self- assessment, self-directed learning, and reflection in order to continually refine practices that address the individual needs of students and enthusiastically supports appropriate professional practices for self and colleagues
Improving Teaching	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.
Professional Development	Demonstrates limited skills needed to engage in professional development and inform one's professional perspectives on teaching and learning and enhance classroom practice (e.g., consulting professional literature and colleagues)	Demonstrates the basic skills needed to engage in professional development and inform one's professional perspectives on teaching and learning and enhance classroom practice (e.g., consulting professional literature and colleagues)	Demonstrates strong and extensive skills needed to engage in professional development and inform one's professional perspectives on teaching and learning and enhance classroom practice (e.g., actively seeking out professional literature, participating in workshops and conferences, and consulting with colleagues)

SECONDARY VISUAL ARTS STANDARD --PROEFESSIONAL CONDUCT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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

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