

**RUBRICS  
FOR  
ELEMENTARY 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	Demonstrates a self-reflective understanding of identity as a sociocultural, historical process of meaning-making on the individual	Demonstrates a deep, self-reflective understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the

	consider individual-psychological and the social-relational nature of human growth and change.	and social level.	complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
<b>Institutional and Human Roles in Identity Construction</b>	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.
<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.

**ELEMENTARY STANDARD -- CONNECTIONS ACROSS THE CURRICULUM  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Connections Across the Curriculum.** Know, understand and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Connections across various disciplines</b>	Perceives connections across content areas in a limited or perfunctory way	Perceives core (or essential) connections across content areas	Demonstrates heightened awareness of multiple connections across content areas or makes creative connections that others may not perceive
<b>Intellectual curiosity</b>	Exhibits little or no appreciation of what it means to have an enquiring mind, e.g., a desire to know; intellectual flexibility, intellectual honesty, respect for reason, imagination, and creativity	Exhibits an appreciation of what it means to have an enquiring mind, e.g., a desire to know; intellectual flexibility, intellectual honesty, respect for reason, imagination, and creativity	Exhibits an extraordinary appreciation of what it means to have an enquiring mind, (e.g., a desire to know; intellectual flexibility, intellectual honesty, respect for reason, imagination, and creativity) and skillfully and enthusiastically models intellectual curiosity for students
<b>Instruction that integrates the content areas</b>	Develops learning opportunities that provide inappropriate or inadequate occasions for integrating concepts and applications across content areas	Develops appropriate learning opportunities that integrate concepts and applications across content areas	Develops learning opportunities that thoroughly integrate concepts and applications across content areas in a variety of contexts and learning situations
<b>Instruction that relates the content areas to the real world</b>	Develops learning opportunities that provide inappropriate or inadequate occasions for connecting content area concepts and procedures to their lives and real world situations	Develops appropriate learning opportunities that help students connect content area concepts and procedures to their lives and real world situations	Develops creative and vivid learning opportunities that help students connect content area concepts and procedures to their lives and real world situations
<b>Instruction that fosters multiple perspectives</b>	Develops learning opportunities that provide inappropriate or inadequate exposure to multiple perspectives or limited occasions to grapple with complex issues	Develops appropriate learning opportunities that help student use multiple perspectives to understand complex issues	Develops learning opportunities that skillfully help students appreciate the power of multiple perspectives to understand complex issues through highly appropriate experiences

**ELEMENTARY STANDARD -- CURRICULUM - ENGLISH LANGUAGE ARTS  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curriculum in English Language Arts.** Knows, understands, and uses central concepts, tools of inquiry and structures of content and can create meaningful learning experiences that develop subject matter competence and performance skills across developmental levels

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS</b> (at the preservice level)
<b>Linguistic principles and concepts</b>	Conceptual understanding of all components of English content, structure and use is nominal or inadequate	Demonstrates ample conceptual understanding of all components of English content, structure and use	Consistently evidences superior conceptual understanding of all components of English content, structure and use
<b>Language acquisition and development theories</b>	Shows limited understanding of child development theories as they pertain to first and/or second language acquisition and development	Shows adequate understanding of child development theories as they pertain to first and/or second language acquisition and development	Shows extensive knowledge and mastery of child development theories as they pertain to first and/or second language acquisition and development
<b>Reciprocal Relationships</b>	Understanding of the reciprocal nature of oral and written language processes and how they foster each other through instruction and use is insufficient or incorrect	Understands the reciprocal nature of oral and written language processes and how they foster each other through instruction and use	Consistently evidences superior conceptual understanding of the reciprocal nature of oral and written language processes and how they foster each other through instruction and use
<b>Language arts curriculum and sequence</b>	Understanding of basic language arts curriculum content and skills sequence and or knowledge of Illinois Language Arts Learning Goals is insufficient	Demonstrates adequate understanding of basic curriculum content and skills sequence and of Illinois Language Arts Learning Goals	Demonstrates extraordinary understanding and mastery of basic curriculum content and skills sequence and extensive knowledge of Illinois Language Arts Learning Goals
<b>Providing Learning Opportunities</b>	Provision of opportunities for developing listening, speaking and writing and/or exploring many types of listening, speaking and writing situations is insufficient or ineffective	Provides many opportunities for developing listening, speaking and writing and explores many types of listening, speaking and writing situations	Provision of opportunities for developing listening, speaking and writing and/or exploring many types of listening, speaking and writing situations is extensive, insightful, and highly effective
<b>Materials for instruction</b>	Understanding of material types and uses in language arts instruction is inadequate or inappropriate	Seeks, plans, and/or uses a variety of appropriate materials in language arts instruction	Demonstrates thorough knowledge of and ability to use a variety of materials for language arts instruction

**ELEMENTARY STANDARD – LANGUAGE ARTS: 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.

**ELEMENTARY STANDARD – LANGUAGE ARTS: 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.

**ELEMENTARY 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

**ELEMENTARY STANDARD -- CURRICULUM - SCIENCE**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curriculum in Science.** Knows, understands, and uses fundamental concepts in science (physical, life, earth, space, and sciences), science and technology, science in personal and social perspectives, history and nature of science, unifying concepts of science, scientific inquiry processes. Can help students learn scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Science Concepts</b>	Demonstrates a limited or no ability to articulate and demonstrate an understanding of fundamental concepts in science, science and technology, science and society, and unifying concepts in science.	Demonstrates an adequate ability to articulate and demonstrate an understanding of fundamental concepts in science, science and technology, science and society, and unifying concepts in science.	Demonstrates an exceptional ability to articulate and demonstrate an understanding of fundamental concepts in science, science and technology, science and society, and unifying concepts in science.
<b>Scientific inquiry processes</b>	Demonstrates a limited or no ability to develop, set up, and carry out the scientific method in laboratories as well as the ability to report results in a scientific manner.	Demonstrates an adequate ability to develop, set up, and carries out the scientific method in laboratories as well as the ability to report results in a scientific manner.	Demonstrates an extraordinary ability to develop, set up, and carries out the scientific method in laboratories as well as the ability to report results in a scientific manner.
<b>Teaching science</b>	Develops learning activities that provide inappropriate or inadequate occasions for children to acquire an understanding of scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.	Develops learning activities that provide appropriate and adequate occasions for children to acquire an understanding of scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.	Develops learning activities that provide excellent occasions for children to acquire an understanding of scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.

**ELEMENTARY STANDARD -- CURRICULUM - MATH**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curriculum in Mathematics.** Know, understand and use major concepts, procedures, and reasoning processes of mathematics that define number systems, number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Math concepts</b>	Exhibits insufficient understanding of major concepts procedures, and reasoning processes of mathematics to foster student understanding of mathematics	Exhibits adequate understanding of major concepts procedures, and reasoning processes of mathematics to foster student understanding of mathematics	Exhibits a thorough understanding of major concepts procedures, and reasoning processes of mathematics to foster student understanding of mathematics, and demonstrates an in-depth knowledge of more than one among major concepts, procedures, and reasoning process of mathematics
<b>Planning, Instruction, and Assessment</b>	Educational decisions and planning demonstrate inadequate application of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment	Educational decisions and planning demonstrate appropriate application of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment	Educational decisions and planning demonstrate skillful and extensive implementation of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment
<b>Value of mathematics</b>	Demonstrate little or no understanding of the utility of mathematics and mathematical reasoning in daily life	Demonstrate sufficient understanding of the utility of mathematics and mathematical reasoning in daily life	Demonstrate a keen and deep understanding of the utility of mathematics and mathematical reasoning in daily life
<b>Learning Experiences to develop mathematical thinking</b>	Learning experiences that help students understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data are inadequate or inappropriate and provide insufficient opportunities for developing these skills	Develops appropriate and engaging learning experiences that help students understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data are inadequate or inappropriate	Learning experiences that help students understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data are powerful and highly engaging, and provide varied opportunities for developing these skills

**ELEMENTARY STANDARD -- CURRICULUM - SOCIAL STUDIES  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curriculum in Social Studies.** Know, understand and use major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related area--to promote elementary student=s abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Social Science Concepts and Themes*</b>	Exhibits insufficient understanding of fundamental concepts and themes that integrate the social sciences to promote communication, inquiry, and insight among elementary students	Exhibits adequate understanding of fundamental concepts and themes that integrate the social sciences to promote communication, inquiry, and insight among elementary students	Exhibits a thorough understanding of fundamental concepts and themes that integrate the social sciences to promote communication, inquiry, and insight among elementary students, and demonstrates an in-depth knowledge of more than one of these themes
<b>Planning, instruction and assessment</b>	Educational decisions and planning demonstrate inadequate application of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment	Educational decisions and planning demonstrate appropriate application of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment	Educational decisions and planning demonstrate skillful and extensive implementation of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment
<b>Value of social studies</b>	Displays little or no understanding of the utility of the social sciences in making informed decisions as citizens in a culturally diverse democratic society and an interdependent world	Displays sufficient understanding of the utility of the social sciences in making informed decisions as citizens in a culturally diverse democratic society and an interdependent world	Displays a keen and deep understanding of the utility of the social sciences in making informed decisions as citizens in a culturally diverse democratic society and an interdependent world
<b>Comprehension of themes* and topics**</b>	Learning experiences that help students listen, speak, read, and write about topics in social studies are inadequate or inappropriate and provide insufficient opportunities for engagement and discussion.	Develops appropriate and engaging learning experiences that help students listen, speak, read, and write about topics in social studies.	Learning experiences that help students listen, speak, read, and write about topics in social studies integrate concepts and provide multiple explanations. Lessons provide multiple and varied opportunities for engagement and discussion.
<b>Critical thinking and problem solving</b>	Learning experiences that help students use primary and secondary sources, maps, data, and technology to analyze information and solve problems are inadequate or inappropriate and provide insufficient opportunities for developing critical thinking skills	Develops appropriate and engaging learning experiences that help students use primary and secondary sources, maps, data, and technology to analyze information and solve problems	Learning experiences that help students use primary and secondary sources, maps, data, and technology to analyze information and solve problems are powerful and highly engaging, and provide varied opportunities for developing critical thinking skills.

\*Themes that integrate the social sciences from NCSS standards:

- Culture
- Time, continuity, and change
- People, places, and environments
- Individual development and identity
- Individuals, groups, and institutions
- Power, governance, and authority
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices

\*\*Topics in social studies from the ACEI standards

- Historical development of democratic values
- Basic principles of government and citizenship in a democratic republic
- Past, present, and future, spatial/geographic relationships
- Development of nations, institutions, economic systems
- Culture and cultural diversity
- The influences of belief systems
- The humanities

**EDUCATION STANDARD CURRICULUM-THE ARTS  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curriculum in The Arts.** Know, understand and use--as appropriate to their own knowledge and skill--the content, functions, and achievements of dance, music, theater, and the visual arts as primary media to promote communication, inquiry, and insight among elementary students.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS</b> (at the preservice level)
<b>Concepts in the Arts</b>	Exhibits insufficient understanding of fundamental concepts and functions of the arts in education and life in order to promote communication, inquiry, and insight among elementary students	Exhibits adequate understanding of fundamental concepts and functions of the arts in education and life in order to promote communication, inquiry, and insight among elementary students	Thoroughly integrates understanding of fundamental concepts and functions of the arts in education and life in order to promote communication, inquiry, and insight among elementary students
<b>Achievements of the arts and artists across cultures</b>	Demonstrates minimal knowledge of a variety of artists and/ or artistic movements across cultures and history	Demonstrates adequate knowledge of a variety of artists and/or artistic movements across cultures and history	Demonstrates a heightened awareness of a variety of artists and/or artistic movements across cultures and history
<b>Planning, instruction, and assessment</b>	Educational decisions and planning demonstrate inadequate application of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment	Educational decisions and planning demonstrate appropriate application of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment	Educational decisions and planning demonstrate skillful and extensive implementation of principles of instruction, a grasp of the need for student participation, and multiple approaches for assessment
<b>Value of the arts</b>	Displays little or no understanding of the value of the arts	Displays sufficient understanding of the value of the arts	Displays a keen and deep understanding of the value of the arts
<b>Opportunities for exposure, appreciation, analysis, integration, and competence</b>	Plans minimal opportunities for students to develop appreciation, competence, exposure, analysis, and integration of the arts across the curriculum	Plans adequate opportunities for students to develop appreciation, competence, exposure, analysis, and integration of the arts across the curriculum	In a variety of contexts and learning situations plans creative ways for students to develop appreciation, competence, exposure, analysis, and integration of the arts across the curriculum

**ELEMENTARY EDUCATION STANDARD -- CURRICULUM - HEALTH  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curriculum in Health. Know, understand, and use, major concepts in health education to create opportunities for students to develop and practice skills that contribute to good health.**

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Healthy lifestyle</b>	Knowledge of the major health issues concerning children is limited or incorrect and/or ability to help students understand the benefits of a healthy lifestyle is inadequate	Understand the major health issues concerning children and can help students understand the benefits of a healthy lifestyle	Thoroughly understands the structure and functions of the body, its systems and diseases and the major health issues concerning children and is very effective in helping students understand the benefits of a healthy lifestyle
<b>Sources of information</b>	Knowledge of reliable sources of information about health and fitness is insufficient or incorrect, and/or ability to help students access them so they can clarify misconceptions is limited	Knows reliable sources of information about health and fitness, and how to help students access them so they can clarify misconceptions	Knows multiple reliable sources of information about physical health, disease, fitness, and healthy lifestyle, and is highly effective in helping students access them and clarifying misconceptions
<b>Health hazards</b>	Understanding of the hazards of disease and of potentially dangerous activities and situations is inadequate or incorrect and/or ability to communicate them to students is insufficient	Understands the hazards of disease and of potentially dangerous activities and situations and can communicate them to students	Thoroughly understands the hazards of disease and of potentially dangerous activities and situations and is highly effective in communicating them to students

**ELEMENTARY STANDARD -- CURRICULUM – PHYSICAL EDUCATION  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curriculum in Physical Education.** Know, understand and uses, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Physical Development and PE curriculum</b>	Demonstrates a limited or no ability to articulate and demonstrate an understanding of how children develop or how to properly provide and sequence instruction	Demonstrates an adequate ability to articulate and demonstrate an understanding of how children develop movement & motor skills and how to properly provide and sequence instruction.	Thoroughly articulates and demonstrates an understanding of physical development in children and how to properly provide and sequence instruction.
<b>Value and benefit of physical activity</b>	Demonstrates limited or no appreciation for the value and benefit associated with physical activity.	Demonstrates adequate appreciation of the value and benefit associated with physical activity.	Conveys a breadth and depth of appreciation of the value and benefit associated with physical activity
<b>Learning Experiences</b>	Develops learning activities that provide inappropriate or inadequate occasions for children to acquire motor skills, improve fitness, and nurture responsible behavior during physical activities.	Develops learning activities that provide appropriate and adequate occasions for children to acquire motor skills, improve fitness, and nurture responsible behavior during physical activities.	Develops learning activities that skillfully and thoroughly provide appropriate occasions for children to acquire motor skills, improve fitness, and nurture responsible behavior during physical activities.

**ELEMENTARY STANDARD -- DEVELOPMENT, LEARNING, & MOTIVATION  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Development, Learning, & Motivation.** Knows, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students= development, acquisition of knowledge, and motivation

	<b>Does Not Meet (at preservice level)</b>	<b>Meets (at preservice level)</b>	<b>Exceeds (at preservice level)</b>
<b>Developmental periods</b>	Exhibits insufficient understanding of the developmental periods of childhood and adolescences	Exhibits adequate understanding of the developmental periods of childhood and adolescences	Thoroughly integrates understanding of the developmental periods of childhood and adolescences into instruction
<b>Individual differences</b>	Demonstrates minimal knowledge and has difficulty making a distinction between the differences in children's values, aspirations, and abilities.	Demonstrates adequate knowledge and can make a distinction between the differences in children's values, aspirations, and abilities.	Demonstrates a heightened awareness of how student's abilities, interests, individual aspirations, and values may differ.
<b>Social and Cultural Differences</b>	Understand ways in which cultures & social groups differ and how they affect learning.	Understand ways in which cultures & social groups differ and how they affect learning.	Understand ways in which cultures & social groups differ and how they affect learning.
<b>All children can learn</b>	Displays little or no conviction that children can learn when general developmental factors are recognized	Displays adequate conviction that children can learn when general developmental factors are recognized	Displays strong conviction that children can learn when general developmental factors are recognized
<b>Diversity as an asset</b>	Gives little attention to diversity as an asset and makes no positive response to it in instruction	Considers diversity as an asset and makes appropriate responses to it in instruction.	Strongly regards diversity as an asset and makes concrete and highly appropriate responses to it in instruction.
<b>Child development and instruction</b>	Exhibits little or no consideration of the physical, social, emotional, cognitive, & linguistic development of children when planning, teaching, and assessing children and adolescents in creative practices.	Exhibits adequate or sufficient consideration of the physical, social, emotional, cognitive, & linguistic development of children when planning, teaching, and assessing children and adolescents in creative practices.	Exhibits and can demonstrate an understanding and application of creative practices towards the physical, social, emotional, cognitive, & linguistic development of children when planning, teaching, and assessing children and adolescents.

**ELEMENTARY STANDARD -- CURRICULUM - INSTRUCTION - INTEGRATING KNOWLEDGE  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instruction: Integrating and applying knowledge for instruction.** Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Understands learning theory, curriculum development and student development.</b>	Demonstrates a limited understanding of the complexities of how children learn and develop and is unable to appropriately articulate this as it connects to curriculum design and instruction.	Demonstrates adequate understanding of the complexities of how children learn and develop and can sufficiently and appropriately articulate the connections this has to curriculum design and instruction.	Demonstrates a heightened understanding of the complexities of how children learn and develop and thoroughly and appropriately articulates this knowledge to the development of curriculum and instruction.
<b>Resources to promote learning</b>	Efforts to identify a variety of resources (including technology, textbooks, and consulting other education professionals) are inadequate. Is reluctant to look beyond their classroom to determine how numerous information resources in both print and electronic form might benefit their students and promote student learning and curriculum development.	Identifies a variety of resources (including technology, textbooks, and consulting other education professionals) and looks beyond their classroom to determine how numerous information resources in both print and electronic form might benefit their students and promote student learning and curriculum development.	Efforts to identify a variety of resources (including technology, textbooks, and other consulting education professionals) are extraordinary. Is energetic and creative in looking beyond their classroom to determine how numerous information resources in both print and electronic form might benefit their students and promote student learning and curriculum development.
<b>Implementing Instruction</b>	Develops curriculum (lesson and unit plans) that inadequately and/or inappropriately reflects a consideration for how children learn & develop, incorporates meaningful learning activities which appropriately consider student prior knowledge & skill, and incorporates a sufficient amount of resources to support learning.	Develops curriculum (lesson and unit plans) that adequately and appropriately reflects a consideration for how children learn & develop, incorporates meaningful learning activities which appropriately consider student prior knowledge & skill, and incorporates a sufficient amount of resources to support learning.	Develops curriculum (lesson and unit plans) that thoroughly and appropriately reflects a consideration for how children learn & develop, generously incorporates meaningful learning activities which builds on student prior knowledge & skill, and incorporates a rich variety of resources to support learning.

**ELEMENTARY STANDARD -- INSTRUCTION - DIVERSE STUDENTS  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instruction: Adaptation to diverse students.** Understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Differences in Learning and Learning Style</b>	Identification of differences in approaches to learning is limited and/or understanding of how multiple factors (individual experiences, talents, disabilities, prior learning, language, family, and culture and community values) influence learning and demonstration of learning is inadequate or inappropriate	Understands and identifies differences in approaches to learning and how multiple factors (individual experiences, talents, disabilities, prior learning, language, family, and culture and community values) influence learning and demonstration of learning	Identification of differences in approaches to learning is thorough and detailed and understanding of how multiple factors (individual experiences, talents, disabilities, prior learning, language, family, and culture and community values) influence learning and demonstration of learning is sensitive and insightful
<b>Appreciation of diversity</b>	Appreciation of the contributions of others (specialists, colleagues) and contributions of diverse cultures to subject area content is minimal and/or efforts to seek such contributions are limited.	Demonstrates an appreciation of contributions of others (specialists, colleagues) and contributions of diverse cultures to subject area content; efforts to seek such contributions are appropriate	Demonstrates a heightened awareness of the contributions of others (specialists, colleagues) and values the contributions of diverse cultures to subject area content highly, making special efforts to identify and integrate such contributions into instruction
<b>Instruction to Support Diverse Learners</b>	Connections between diversity and curriculum design and teaching strategies are inadequate or inappropriate so that instruction, resources and strategies show little or no individualization for student's level of development, learning styles, strengths & needs (academically and culturally).	Connects diversity with curriculum design and teaching strategies so that instruction, resources and strategies are appropriate to students' level of development, learning styles, strengths & needs (academically and culturally).	Thoroughly integrates diversity with curriculum design and teaching strategies so that instruction, resources and strategies are carefully and thoughtfully individualized for students' level of development, learning styles, strengths & needs (academically and culturally).

**ELEMENTARY STANDARD -- INSTRUCTION - CRITICAL THINKING, PROBLEM SOLVING & PERFORMANCE SKILLS  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instruction: Development of critical thinking, problems solving and performance skills.** Understand and use a variety of teaching strategies that encourage elementary students= development of critical thinking, problem solving, and performance 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>Cognitive processes and learning principles</b>	Demonstrates a limited understanding of cognitive learning processes and the application of appropriate teaching strategies.	Demonstrates an adequate understanding of cognitive learning processes and the application of appropriate teaching strategies.	Demonstrates a thorough understanding of cognitive learning processes and the application of appropriate teaching strategies.
<b>Importance of promoting critical thinking and problem solving.</b>	Gives little or no attention to the importance of promoting critical thinking and problem solving.	Adequately attends to the importance of promoting critical thinking and problem solving.	Extraordinary attention to the importance of promoting critical thinking and problem solving.
<b>Learning Experiences</b>	Creates learning experiences that include little variety of materials or use of technology. Narrow application of teaching and learning strategies. Little or no promotion of critical thinking, problem solving and performance skills.	Creates learning experiences that include an adequate variety of materials or use of technology. Appropriate application of teaching and learning strategies which promote critical thinking, problem solving and performance skills.	Creates learning experiences that include an extensive variety of materials and technology used. Multiple applications of teaching and learning strategies which thoroughly promote critical thinking, problem solving and performance skills.

**ELEMENTARY STANDARD -- INSTRUCTION – ACTIVE ENGAGEMENT IN LEARNING  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Instruction: Active engagement in Learning.** Use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Principles of effective classroom management</b>	Demonstrates no or limited understanding of appropriate principles of classroom management	Demonstrates adequate and appropriate understanding of principles of classroom management.	Thoroughly demonstrates an understanding of appropriate principles of classroom management, articulates the strengths and weaknesses of each approach, and is able to apply them in a classroom setting.
<b>Principles of motivation and group dynamics</b>	Demonstrates no or limited understanding of principles of motivation and group dynamics	Demonstrates adequate and appropriate understanding of principles of motivation and group dynamics	Thoroughly demonstrates an understanding of principles of motivation and group dynamics and is able to apply them appropriately to classroom situations.
<b>Complexity of classroom management</b>	Demonstrates limited or no awareness or appreciation for the complexity of managing a classroom.	Demonstrates adequate awareness and appreciation for the complexity of managing a classroom.	Conveys a breadth and depth of appreciation and awareness of the complexity of managing a classroom.
<b>Engagement in Learning</b>	Activities that are presented lack purpose and do little to support positive relationships or active engagement that empowers learners.	Activities that are presented adequately promote purposeful learning that supports positive relationships and engages and empowers learners actively.	Presents activities that skillfully and thoroughly provide purposeful and active engagement in learning that nurtures positive relationships and progressively empowers learners.
<b>Communication techniques</b>	Uses inappropriate communication techniques	Uses adequate and appropriate Communication techniques that do create learning environments that are effective.	Appropriately incorporates an expansive variety of communication techniques that creates learning environments that are effective.

**ELEMENTARY STANDARD -- INSTRUCTION - 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

**ELEMENTARY STANDARD -- ASSESSMENT**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Assessment.** Know, understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Types of assessment.</b>	Exhibits insufficient understanding of characteristics, uses, advantages and limitations of different types of assessments in a limited or perfunctory way	Perceives core (or essential) understanding of characteristics, uses, advantages and limitations of different types of assessments.	Demonstrates heightened awareness of characteristics, uses, advantages and limitations of different types of assessments
<b>Assessment as integral part of instruction</b>	Demonstrates little or no appreciation of what it means to use assessment as an essential and integral part of instruction.	Exhibits an appreciation of what it means to use assessment as an essential and integral part of instruction.	Exhibits an extraordinary appreciation of what it means to use assessment as an essential and integral part of instruction.
<b>Formal and informal assessment.</b>	Demonstrates insufficient knowledge of ability to select and use both formal and informal methods of assessment.	Exhibits ability to select and use appropriate assessment that demonstrates sufficient knowledge of use of both formal and informal methods of assessment.	Exhibits strong understanding and use of knowledge of both formal and informal methods of assessment.
<b>Monitoring progress</b>	Displays little evidence of the development of assessment opportunities to regularly check student progress and performance in subject matter areas.	Displays evidence of development of assessment opportunities to regularly check student progress and performance in subject matter areas.	Demonstrates extraordinary skills to create assessment opportunities to regularly check student progress and performance in subject matter areas..

**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>Knowledge of the IL 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>Ethical principles</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

**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</b>	<b>MEETS</b>	<b>EXCEEDS)</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

**ELEMENTARY STANDARD – BEHAVIORS OF A CAREER TEACHER  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Behaviors of Career Teacher.** Understand and apply practices and behaviors that are characteristic of developing career teachers B analyzing and solving instructional problems, engaging in professional development including technology, adhering to code of ethics, understanding interrelationships and interdependencies within the profession.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Professional support network</b>	Demonstrates a limited ability to articulate & document efforts to develop a professional support network or connect with professional colleagues & organizations related to elementary education.	Demonstrates an adequate ability to articulate & document efforts to develop a professional support network or connect with professional colleagues & organizations related to elementary education.	Thoroughly articulates & documents efforts that build a professional support network and contributes collegially with other professionals and organizations related to elementary education.
<b>Commitment to the profession.</b>	Conveys and demonstrates little or no commitment to adhering to a professional code of conduct or behaving ethically in the role of educator.	Conveys and demonstrates adequate commitment to adhering to a professional code of conduct and behaving ethically in the role of educator.	Conveys and demonstrates an extensive commitment to adhering to a professional code of conduct and behaving ethically in the role of educator.
<b>Refining Teaching</b>	Shows little or no ability to initiate solutions to pedagogical problems or apply knowledge to refine teaching and make decisions.	Shows adequate ability to initiate solutions to pedagogical problems and apply knowledge to refine teaching.	Thoughtfully and extensively initiates efforts to solve pedagogical problems and apply a breadth of knowledge to create several options for refining own teaching.
<b>Technology</b>	Incorporates little or no technology to support own professional development.	Adequately incorporates technology to support own professional development.	Thoroughly and appropriately incorporates technology to support own professional development.

**ELEMENTARY STANDARD -- REFLECTION & EVALUATION**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Reflection and Evaluation.** Reflect on practice in light of research and available resources for professional development. Evaluate the effects of educational decisions and actions on students, parents and professionals. Actively seek out opportunities to grow professionally.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Reflection on Practice</b>	Performance demonstrates little or no reflection on practice and a lack of understanding of methods of inquiry or how to use resources to support professional development.	Performance demonstrates adequate reflection on practice and an appropriate understanding of methods of inquiry and use of resources to support professional development.	Performance demonstrates thoughtful and thorough reflection on practice and an extensive application of methods of inquiry and use of resources to support professional development.
<b>Importance of Self-reflection</b>	Demonstrates little or no appreciation for the value of self-reflection and the importance of revising practice.	Demonstrates adequate appreciation for the value of self-reflection and the importance of revising practice.	Conveys a breadth and depth of appreciation of the value and benefit of self-reflection and the importance of revising practice.
<b>Classroom observations</b>	Shows little or no ability to apply classroom observations to reflect on teaching and student learning and determine effectiveness.	Adequately applies classroom observations to reflect on teaching and student learning to determine effectiveness.	Thoroughly and appropriately applies classroom observations to thoughtfully reflect on teaching and student learning to determine effectiveness.

**ELEMENTARY EDUCATION STANDARD --COLLABORATION WITH FAMILIES  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Collaboration with Families. Know the importance of establishing and maintaining positive collaboration with families to promote growth and learning in children**

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Creating a positive learning environment</b>	Knowledge of how to use family beliefs, traditions, values, and practices across cultures to promote a positive learning environment is limited or superficial	Knows how to use family beliefs, traditions, values, and practices across cultures appropriately to promote a positive learning environment	Knowledge of how to use family beliefs, traditions, values, and practices to promote a positive learning environment is thorough and sensitive
<b>Involving families in school and classroom</b>	Knowledge of how to involve families in supporting the school and the classroom is limited or superficial	Knows how to involve families appropriately in supporting the school and the classroom	Knowledge of how to involve families in supporting the school and the classroom is thorough, sensitive to family circumstances, and mindful of the variety of contributions that families can make
<b>Involving families in assessment and planning</b>	Knowledge of how to involve families in assessing and planning for individual children is minimal	Knows how to involve families appropriately in assessing and planning for individual children	Knowledge of how to involve families in assessing and planning for individual children is extensive and respectful of parent=s choices and goals for their children
<b>Communicating progress</b>	Knowledge of how to communicate appropriately with parents about curriculum and children=s progress is minimal	Knows how to communicate appropriately with parents about curriculum and children=s progress	Knowledge of how to communicate appropriately with parents about curriculum and children=s progress is extensive and sensitive to individual and family differences

**ELEMENTARY STANDARD -- COLLABORATION WITH COLLEAGUES  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Collaboration with Colleagues.** Foster relationships with school colleagues and agencies in the community to support students= learning and well-being.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Understands School Organization</b>	Has limited or no ability to articulate and demonstrate an understanding of the school organization within the community and how environmental factors can affect student well-being and learning in school.	Has an adequate and appropriate ability to articulate and demonstrate an understanding of the school organization within the community and how environmental factors can affect student well-being and learning in school.	Has the ability to articulate and demonstrate an extensive and appropriate understanding of the school organization within the community and how environmental factors can affect student well-being and learning in school.
<b>Values collaboration with colleagues</b>	Shows little or no value for collaborating with colleagues to support student learning.	Shows adequate value of collaboration with colleagues to support student learning.	Shows a breadth and depth of value for collaboration with colleagues to support student learning.
<b>Participates in collegial activities in schools</b>	Participates minimally in school activities meant to contribute to the school's learning environment.	Adequately participates in school activities meant to contribute to the school's learning environment.	Generously participates in school activities meant to contribute to the school's learning environment.