

**RUBRICS
FOR
K-12 WORLD LANGUAGES 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	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

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

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

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

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

**WORLD LANGUAGES STANDARD -- LANGUAGE FOUNDATIONS AND COMPARISONS.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Language Foundations and Comparisons. Knows the linguistic elements of the target language system and the similarities and differences between the target language and other languages.

	NOT MET	MET	EXCEEDS
Linguistics	Knowledge of the vocabulary, phonological features, morphological rules, syntactic patterns, features for producing coherence in spoken and written discourse, pragmatic features of discourse, sociolinguistic features and varieties of the target language and/or ability to explain the rules and conventions of the language is inadequate.	Knows the vocabulary, phonological features, morphological rules, syntactic patterns, features for producing coherence in spoken and written discourse, pragmatic features of discourse, sociolinguistic features and varieties of the target language and can explain most rules and conventions of the language	Knowledge of the vocabulary, phonological features, morphological rules, syntactic patterns, features for producing coherence in spoken and written discourse, pragmatic features of discourse, sociolinguistic features and varieties of the target language is exceptionally thorough, idiomatic, and nuanced and ability to explain the rules and conventions of the language is unusually clear
Comparisons	Demonstrates limited insights into the nature of language systems by comparing and contrasting historical, instructional, and contemporary usage as well as comparing and contrasting the target language with the native/other languages	Demonstrates some insights into the nature of language systems by comparing and contrasting historical, instructional, and contemporary usage as well as comparing and contrasting the target language with the native/other languages	Demonstrates deep and clear insights into the nature of language systems by extensively comparing and contrasting historical, instructional, and contemporary usage as well as comparing and contrasting the target language with the native/other languages
Commitment to continual improvement	Is reluctant to develop and strengthen target language proficiency and/or to keep abreast of how the target language changes over time.	Is committed to continually developing and strengthening target language proficiency and is willing to keep abreast of how the target language changes over time.	Commitment to continually developing and strengthening target language proficiency and willingness to keep abreast of how the target language changes over time is strong, enthusiastic and proactive.

**WORLD LANGUAGES STANDARD --LANGUAGE PROFICIENCY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Language Proficiency. Demonstrates a high level of proficiency in the target language

	NOT MET	MET	EXCEEDS
Oral Comprehension and Interpretation	Ability to comprehend and interpret oral messages (e.g., conversation, news broadcasts, speeches) identify the main idea(s) and supporting details, and/or infer meaning of unfamiliar words is limited	Comprehends and interprets oral messages (e.g., conversation, news broadcasts, speeches) identifies the main idea(s) and supporting details, and infers meaning of unfamiliar words	Comprehends and interprets oral messages (e.g., conversation, news broadcasts, speeches) on a number of levels and from a number of perspectives; interpretation is supported by a rich range of cultural knowledge
Oral Conversation	Ability to participate in informal and/or formal conversations dealing with a variety of topics, handle routine situations or familiar communicative tasks that presents a complication or unexpected turn of events, and/or be understood by most native speakers is inadequate	Participates in informal and some formal conversations dealing with a variety of topics, handles routine situations or familiar communicative tasks that presents a complication or unexpected turn of events and is understood by most native speakers	Participates in informal and formal conversations dealing with a wide variety of topics, handling a wide variety of situations or communicative tasks that presents a complication or unexpected turn of events is exceptionally competent and is easily understood by all native speakers
Oral Presentation	Ability to presents literary and cultural topics as well as topics of personal interest orally to an audience of listeners and adjusts the presentation as needed using connected discourse that incorporates various time frames, vocabulary specific to the context of the presentation, and extralinguistic support as necessary to make the message clear to the audience is insufficient	Presents literary and cultural topics as well as topics of personal interest orally to an audience of listeners and adjusts the presentation as needed using connected discourse that incorporates various time frames, vocabulary specific to the context of the presentation, and extralinguistic support as necessary to make the message clear to the audience (e.g., visuals).	Presentation of a wide range of literary and cultural topics as well as topics of personal interest orally to an audience of listeners using extended discourse, specialized vocabulary, and extralinguistic support as necessary is unusually strong and clear; adjustment of the presentation as needed is highly effective and tailored to the needs of the audience
Explains Target Language	Command of the vocabulary and grammar/syntax of the target language is limited, so that it is difficult to analyze the target language, and/or use the target language to teach the vocabulary and grammar/syntax to learners.	Has sufficient command of the vocabulary and grammar/syntax of the target language to be able to analyze the target language and teach the vocabulary and grammar/syntax of standard and non-standard varieties of the target language.	Has exceptional command of the vocabulary and grammar/syntax of the target language to be able to clearly and succinctly analyze the target language and teach the vocabulary and grammar/syntax of standard and non-standard varieties of the target language to learners at various levels of proficiency and in highly effective ways.
Reading	Ability to read printed text at the level of analysis, interpretation, and synthesis, infer and interpret the author's intent, identify some of the author's perspectives and some cultural perspectives and/or offer a personal interpretation of the message is inadequate	Reads printed text at the level of analysis, interpretation, and synthesis, infers and interprets the author's intent, identifies some of the author's perspectives and some cultural perspectives and offers a personal interpretation of the message	Analyses, interprets, and synthesizes printed texts and literary selections representing various genres on a number of levels and from a number of perspectives; interpretation is supported by a rich range of cultural knowledge

Writing	Ability to write narrative and/or descriptive texts of several paragraphs in length about interests and events of current, public, and personal relevance using all major time frames and some variety of cohesive devices is limited	Writes narrative and descriptive texts of several paragraphs in length about interests and events of current, public, and personal relevance using all major time frames and some variety of cohesive devices	Writes extended narrative and descriptive texts about a wide variety of interests and events of current, public, and personal relevance using all major time frames and a variety of cohesive devices that can be understood by native speakers, demonstrating exceptionally good control over the target language
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WORLD LANGUAGES STANDARD – CULTURES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Cultures. Knows the target language culture(s) , practices, and products and integrates them into foreign language instruction

	NOT MET	MET	EXCEEDS
Culture	Understanding of historical and contemporary perspectives, practices, major contributors, and products of the culture and the relationship among them is limited; use of this framework to analyze and understands the target culture and/or embedding of culture into curriculum, instruction, and assessment is insufficient or inappropriate.	Understands historical and contemporary perspectives, practices, major contributors, and products of the culture and the relationship among them, uses this framework to analyze and understands the target culture and embeds culture into curriculum, instruction, and assessment.	Understanding of historical and contemporary perspectives, practices, major contributors, and products of the culture and the relationship among them is thorough and deep; use of this framework to analyze and understands the target culture and embedding of culture into curriculum, instruction, and assessment is unusually rich and detailed
Value of target culture	Belief that culture is a dynamic system and that distinctive viewpoints that are accessible only through the target language and/or commitment to expand their repertoire of cultural knowledge is minimal or reluctant	Believes that that culture is a dynamic system and that distinctive viewpoints that are accessible only through the target language and is committed to expand their repertoire of cultural knowledge	Believes strongly that culture is a dynamic system and that distinctive viewpoints that are accessible only through the target language, commitment to expand their repertoire of cultural knowledge is keen and proactive
Cultural investigation and comparative analysis	Collaborative work with students in cultural investigations and projects, comparative analysis of the target and heritage cultures and literary traditions, teaching of cultural comparisons, and/or locating authentic cultural resources appropriate to support investigation and instruction is insufficient or inappropriate.	Works collaboratively with students in cultural investigations and projects, compares and contrasts the target and heritage cultures and literary traditions, teaches cultural comparisons when appropriate, and locates authentic cultural resources appropriate to support investigation and instruction.	Collaborative work with students in cultural investigations and projects, comparative analysis of the target and heritage cultures and literary traditions, teaching of cultural comparisons, and locating authentic cultural resources appropriate to support investigation and instruction proactive and highly effective

WORLD LANGUAGES STANDARD – LITERATURES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Literatures. Knows literary and cultural texts and integrates them into foreign language instruction to interpret and reflect upon the target culture(s)

	NOT MET	MET	EXCEEDS
Historical Literature	Knowledge of the major historical literary contributors and literature of the culture including texts in the variety of discourses that represent the target culture's traditions is limited.	Knows the major historical literary contributors and literature of the culture including texts in the variety of discourses that represent the target culture's traditions	Knowledge of the major historical literary contributors and literature of the culture including texts in the variety of discourses that represent the target culture's traditions and contemporary variations is exceptionally broad and deep
Contemporary Literature	Knowledge of the major contemporary literary contributors and literature of the culture (children's and adult literature) including texts and media in the variety of discourses that represent the target culture's contemporary variations is insufficient	Knows the major contemporary literary contributors and literature of the culture (children's and adult literature) including texts and media in the variety of discourses that represent the target culture's contemporary variations	Knowledge of the major contemporary literary contributors and literature of the culture (children's and adult literature) including texts and media in the variety of discourses that represent the target culture's contemporary variations is particularly thorough and demonstrates heightened awareness of contemporary issues
Literature Instruction	Embedding of literature into curriculum, instruction, and assessment is inadequate or inappropriate so students have few opportunities to reflect upon the target language culture through literature	Embeds literature into curriculum, instruction, and assessment and helps students interpret and reflect upon the target language culture through literature	Embedding of literature into curriculum, instruction, and assessment is exceptionally thorough and effective so that have students have multiple opportunities to interpret and reflect upon the target language culture through literature

**WORLD LANGUAGES STANDARD – CROSS-DISCIPLINARY CONCEPTS.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Cross-Disciplinary Concepts. Integrates knowledge of other disciplines into foreign language study

	NOT MET	MET	EXCEEDS
Commitment to Cross-disciplinary studies	Belief that other subject areas can be enhanced through foreign language study, and that subject area content motivates learners is minimal or reluctant	Believes that other subject areas can be enhanced through foreign language study and that subject area content motivates learners	Believes strongly that other subject areas can be enhanced through foreign language study and that subject area content motivates learners
Cross-disciplinary Collaboration	Seeking of opportunities to collaborate with others to find appropriate areas of connection is minimal or reluctant	Seeks opportunities to collaborate with others to find appropriate areas of connection	Proactively and enthusiastically seeks opportunities to collaborate with others to find appropriate areas of connection
Subject Area Content	Embedding of subject area content into curriculum, instruction, and assessment are minimal or inappropriate so connections of the foreign language with other disciplines in the curriculum is insufficient	Embeds subject area content into curriculum, instruction, and assessment and connects the foreign language with other disciplines in the curriculum.	Embeds subject area content into curriculum, instruction, and assessment in creative and/or highly effective ways and enthusiastically connects the foreign language with other disciplines in the curriculum

**WORLD LANGUAGES STANDARD – CAREER OPTIONS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Career Options. Uses the target language to demonstrate knowledge and understanding of a variety of career options.

	NOT MET	MET	EXCEEDS
Explores Options	Use of print, electronic, and other resources to obtain information on various occupations and careers (e.g., roles, status, and qualifications) in which a second language is an asset is inadequate.	Uses print, electronic, and other resources to obtain information on various occupations and careers (e.g., roles, status, and qualifications) in which a second language is an asset.	Use of print, electronic, and other resources to obtain information on various occupations and careers (e.g., roles, status, and qualifications) in which a second language is an asset is exceptionally thorough.
Explains Options	Ability to identify, describe, and compare occupations where the target language is spoken and/or to explain advantages of target language proficiency for careers in the global marketplace is limited or inappropriate.	Identifies, describes, and compares occupations where the target language is spoken and explains advantages of target language proficiency for careers in the global marketplace.	Ability to identify, describe, and compare occupations where the target language is spoken and/or to explain advantages of target language proficiency for careers in the global marketplace is enthusiastic, proactive, and effective.

**SECONDARY 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

**WORLD LANGUAGES 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

**WORLD LANGUAGES STANDARD – LEARNING ENVIRONMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

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

	DOES NOT MEET	MEETS	EXCEEDS
Value of Foreign Language	Demonstrates limited commitment to creating a classroom environment that recognizes the power of foreign languages for fostering communication and learning	Creates a classroom environment that recognizes the power of foreign languages for fostering communication and learning,	Demonstrates an strong and proactive commitment to creating a classroom environment that recognizes the power of foreign languages for fostering communication and learning
Democratic Values	Demonstrates minimal commitment to the expression and uses of democratic values in the classroom; insufficient participation of all students in decision-making	Is committed to the expression and Uses of democratic values in the classroom, ensuring satisfactory participation of all students in decision-making	Is highly committed to the expression and uses of democratic values in the classroom, ensuring full and varied participation of all students in decision-making
Communication and Behavioral Expectations	Creates insufficient or inappropriate expectations and processes for communication and behavior such that the amount of class time spent in learning is not adequately maximized	Adequately maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior	Efficiently maximizes the amount of class time spent in learning by creating high but achievable expectations and processes for communication and behavior
Classroom Management	Understanding of the principles of effective classroom management is inadequate; use of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom is insufficient or inappropriate	Adequately understands the principles of effective classroom management and can uses 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

**WORLD LANGUAGES STANDARD -- PLANNING FOR INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

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

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

**WORLD LANGUAGES STANDARD -- INSTRUCTIONAL DELIVERY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

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

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Representations of Concepts	Development of presentations and representations of concepts, using alternative explanations is inadequate or inappropriate to assist students' understanding; presentation of diverse perspectives to encourage critical thinking is insufficient	Develops a variety of presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking	Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking
Instructional Strategies	Understanding of principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, whole group discussion, independent study) is inadequate	Adequately understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, whole group discussion, independent study)	Has thorough and detailed understanding of principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, whole group discussion, independent study)
Cognitive Processes	Understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated is inadequate	Has sufficient understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated	Has thorough and detailed understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated
Use of Materials and Resources	Enhancement of learning through the use of a variety of materials as well as human and technological resources is insufficient or inappropriate	Sufficiently enhances learning through the use of a variety of materials as well as human and technological resources	Greatly enhances learning through the use of a wide variety of materials as well as human and technological resources
Development of Abilities and Skills	Use of multiple teaching and learning strategies to develop students' critical thinking, independent problem solving, and performance capabilities is insufficient or inappropriate	Adequately uses multiple teaching and learning strategies to develop students' critical thinking, independent problem solving, and performance capabilities	Uses a wide variety of teaching and learning strategies to carefully and thoughtfully develop students' critical thinking, independent problem solving, and performance capabilities
Modification of Strategies	Monitoring and adjustment of teaching strategies to meet students' needs is inadequate or inappropriate; insufficiently values the flexibility and reciprocity necessary for adapting instruction	Appropriately monitors and adjusts teaching strategies to meet students' needs and values the flexibility and reciprocity necessary for adapting instruction	Carefully monitors and adjusts teaching strategies to meet students' needs and highly values the flexibility and reciprocity necessary for adapting instruction

**WORLD LANGUAGES 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

**WORLD LANGUAGES STANDARD – LANGUAGE ACQUISITION THEORIES AND FOREIGN LANGUAGE INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Language Acquisition Theories and Foreign Language Instruction. Understands language acquisition at various developmental levels, uses this knowledge to create a supportive classroom learning environment, and develops a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

	NOT MET	MET	EXCEEDS
Theories and instructional models	Understanding of how various language acquisition and learner development theories and their related program models influence instructional planning, practice, and language outcomes is limited	Understands how various language acquisition and learner development theories and their related program models influence instructional planning, practice, and language outcomes	Understanding of how various language acquisition and learner development theories and their related program models influence instructional planning, practice, and language outcomes is unusually insightful
Language acquisition	Understanding of how language acquisition occurs within and outside of the formal classroom setting and/or that errors are part of the language acquisition process is minimal	Understands how language acquisition occurs within and outside of the formal classroom setting. that errors are part of the language acquisition process	Understanding of how language acquisition occurs within and outside of the formal classroom setting. that errors are part of the language acquisition process is thorough and detailed
Developmental levels	Recognition of various developmental levels (e.g.,children vs. adolescents) and/or provision of a range of activities for learners of various developmental and linguistic levels is inadequate.	Recognizes various developmental levels (e.g.,children vs. adolescents) and provides a range of activities for learners of various developmental and linguistic levels	Recognition of various developmental levels (e.g.,children vs. adolescents) is insightful and provision of a range of activities for learners of various developmental and linguistic levels, is highly effective.
Learning opportunities	Organization of language instruction and provision of learning opportunities that integrate language, culture, and student interests and that help students take risks with the language as they learn to negotiate meaning and fulfill a variety of communicative needs is insufficient or inappropriate.	Uses knowledge of target language to organize language instruction and provide learning opportunities that integrate language, culture, and student interests and that help students take risks with the language as they learn to negotiate meaning and fulfill a variety of communicative needs.	Organization of language instruction and provision of learning opportunities that integrate language, culture, and student interests and that help students take risks with the language as they learn to negotiate meaning and fulfill a variety of communicative needs is creative and highly effective.
Instructional Strategies	Uses only a limited repertoire of instructional strategies (including questioning strategies and task-based instruction) to provide meaningful target language input, assist students in understanding and expressing themselves meaningfully, provide feedback , offer encouragement and affirmation of progress and diagnose	Uses multiple strategies (including questioning strategies and task-based instruction) to provide meaningful target language input, assist students in understanding and expressing themselves meaningfully, provide feedback , offer encouragement and affirmation of progress and diagnose students' linguistic difficulties	Skillfully uses an extensive repertoire of instructional strategies (including questioning strategies and task-based instruction) to provide highly meaningful target language input, assist students in understanding and expressing themselves meaningfully, provide feedback , offer encouragement and affirmation of progress and diagnose students' linguistic difficulties

	students' linguistic difficulties		
Managing communication	Management of communication in the classroom is poor and provides limited activities and tasks through which students interact meaningfully with others, that integrate interpersonal, interpretive, and presentational modes of communication and/or that lead students from one communication mode to the next	Manages communication in the classroom by designing activities and tasks through which students interact meaningfully with peers, teachers, and native speakers, that integrate interpersonal, interpretive, and presentational modes of communication and that lead students from one communication mode to the next	Management of communication in the classroom is skillful and creative and provides a wide variety of activities and tasks through which students interact meaningfully with others, that integrate interpersonal, interpretive, and presentational modes of communication and that lead students from one communication mode to the next

**WORLD LANGUAGES STANDARD -- STANDARDS AND CURRICULUM
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Standards and Curriculum. Understands the *Standards for Foreign Language Learning* and state standards, and integrates these frameworks into curricular planning and use of instructional resources.

	NOT MET	MET	EXCEEDS
Goals and standards	Has limited understanding of the five ACTFL goal areas (Communication, Cultures, Comparisons, Connections, Communities) and eleven content standards for foreign language instruction and is familiar with state standards for foreign language learning, recognizing the connection between the state and national standards.	Understands the five ACTFL goal areas (Communication, Cultures, Comparisons, Connections, Communities) and eleven content standards for foreign language instruction and is familiar with state standards for foreign language learning, recognizing the connection between the state and national standards.	Has a thorough and deep understanding of the five ACTFL goal areas (Communication, Cultures, Comparisons, Connections, Communities) and eleven content standards for foreign language instruction and is familiar with state standards for foreign language learning, recognizing the connection between the state and national standards.
Standards-based Curriculum	Creates curriculum, instructional plans and/or learning activities that insufficiently address specific goal areas and standards	Creates curriculum, instructional plans, and learning activities that address specific goal areas and standards, even if their instructional materials are not standards-based	Creates curriculum, instructional plans, and learning activities that strongly and clearly address specific goal areas and standards even if their instructional materials are not standards-based
Curricular materials	Use of the organizing principles of the standards to evaluate, select, create, adapt and use authentic instructional materials is limited, so materials are inadequately aligned with the standards and/or contribute little to bringing about more authentic communication	Uses the organizing principles of the standards to evaluate, select, create, adapt and use authentic instructional materials (even if materials supplied are not standards-based) in order to align them with the standards and bring about more authentic communication	Use of the organizing principles of the standards to evaluate, select, create, adapt and use authentic instructional materials is unusually strong and effective, so materials are carefully aligned with the standards and contribute very effectively to bringing about more authentic communication

**WORLD LANGUAGES STANDARD – ASSESSMENT OF LANGUAGE AND CULTURES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

Assessment of Language and Cultures. Knows multiple ways of assessing students, adjusts instruction based on the results of assessments, and reports the results of student performances to all stakeholders.

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, language proficiency tests) is inadequate or incorrect	Knows how to select, construct, and use basic assessment strategies and instruments (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and language proficiency 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, language proficiency tests) is comprehensive and detailed
Assessment of communication	Measures used to assess interpersonal, interpretive, and presentational communication are insufficient or inappropriate for each aspect of communication and/or efforts to seek opportunities to assess how students use their language in culturally appropriate ways beyond the classroom are insufficient.	Uses measures to assess interpersonal, interpretive, and presentational communication that are appropriate to each aspect of communication and seeks opportunities to assess how students use their language in culturally appropriate ways beyond the classroom.	Measures used to assess interpersonal, interpretive, and presentational communication varied, highly appropriate, and well-designed for each aspect of communication and efforts to seek opportunities to assess how students use their language in culturally appropriate ways beyond the classroom are creative and proactive.
Assessment of culture	Assessment of student learning about the perspectives, practices, and products of the target cultures and comparisons to their own cultures are limited or inappropriate	Assesses student learning about the perspectives, practices, and products of the target cultures and comparisons to their own cultures	Assessment of student learning about the perspectives, practices, and products of the target cultures and comparisons to their own cultures are varied, highly appropriate, and well-designed
Integrated assessment	Foreign language assessments that measure student performances are integrated in only limited ways, and/or feature only one or two of the following: an interpretive task an interpersonal task, a presentational task	Creates foreign language assessments that measure student performances in an integrated context, featuring a series of tasks built around a theme that engages students in an interpretive task, followed by an interpersonal task, followed by a presentational task	Creates foreign language assessments that measure student performances in an integrated context, featuring a creative and exceptionally well-designed series of tasks built around a theme that engages students in an interpretive task, followed by an interpersonal task, followed by a presentational task
Student Self-assessment	Develops inadequate or inappropriate strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences and/or provides limited assistance to students in becoming monitors of their own work and growth in	Develops strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences and assists all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing;	Develops highly appropriate and effective strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences and strongly encourages students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting,

	speaking, listening, writing, reading, enacting, and viewing;		and viewing;
Recording and communicating assessments	Records of student work and performance are inadequate and/or communication about student progress to students, parents, and other colleagues and stakeholders 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 and stakeholders.	Records of student work and performance are meticulous and highly useful and communication about student progress to students, parents, and other colleagues and stakeholders is thoughtful, well organized, and individualized

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

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

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

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

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

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

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

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

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

**WORLD LANGUAGES 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, 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.
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.

**WORLD LANGUAGES 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.

**WORLD LANGUAGES 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

	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

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

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

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

WORLD LANGUAGES STANDARD -- COLLABORATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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

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

**WORLD LANGUAGES STANDARD -- REFLECTION & PROFESSIONAL GROWTH
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

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

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

**WORLD LANGUAGES STANDARD --PROFESSIONAL CONDUCT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

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

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