

**Rubric for Assessing Clinicians' Integrated Social Studies, Science, Literacy, and Math Curriculum Unit
with EdTPA Components
Clinical Community B
Spring, 2015**

Criteria	Performance Levels		
(25 points possible)	Advanced	Proficient	Emerging
1. Classroom Context/Student Descriptions (1 point)	The classroom context includes very thorough and detailed descriptions of the school, teaching schedule, cooperating teachers' expectations, available resources, and summaries of all students' characteristics (grade level, gender, and all special language and learning of students in the clinical placement) and how these needs are addressed in the unit.	The classroom context includes descriptions of the school, teaching schedule, cooperating teachers' expectations, available resources, and summaries of all students' characteristics (grade level, gender, and all special language and learning of students in the clinical placement) and how these needs are addressed in the unit.	The classroom context includes partial descriptions of the school, teaching schedule, cooperating teachers' expectations, available resources, and summaries of all students' characteristics (grade level, gender, and all special language and learning of students in the clinical placement) and how these needs are addressed in the unit.
2. Lesson Plans (10 points)	Each of the 10 lesson plans includes all components of the lesson plan template and demonstrates only the most meaningful integration of social studies, science, literacy, and math content. The lesson plans are exceptionally thorough so another teacher could easily follow them, include many recommended practices in social studies, science, literacy, and math, and use many examples of differentiated instruction to meet all students' learning needs. All teaching materials are attached.	Each of the 10 lesson plans includes all components of the lesson plan template and demonstrates appropriate integration of social studies, science, literacy, and math content. The lesson plans are complete enough so another teacher could follow them, include recommended practices in social studies, science, and math, and use differentiated instruction to meet all students' learning needs. Most teaching materials are attached.	Each of the 10 lesson plans includes most components of the lesson plan template and integrates social studies, science, literacy, and math content, although the integration is not always meaningful. The lesson plans lack details, making it difficult for another teacher to follow them, include few recommended practices in social studies, science, and math, and use only a few examples of differentiated instruction to meet all students' learning needs. Few or no teaching materials are attached.

<p>3. Central Focus of Unit (1 point)</p>	<p>The explanation of the central focus of unit is clear and concise and its importance for students is clearly explained. The explanation clearly clarifies how social studies benchmarks and any relevant science and common core literacy and math standards are connected to the central focus of unit and will help students learn important social studies facts and concepts and develop skills in interpreting, analyzing, and making arguments about important social studies ideas. The explanation of the central focus of unit clearly shows how the unit helps students make connections among the main social studies facts, concepts and interpretations and analyses and make relevant interdisciplinary connections (such as with science, literacy, and math).</p>	<p>The explanation of the central focus of unit is somewhat clear and concise and its importance for students is briefly explained. The explanation clarifies the connection for some of the benchmarks and standards to the central focus of unit and how they will help students learn important social studies facts and concepts and develop skills in interpreting, analyzing, and making arguments about important social studies ideas. The explanation of the central focus of unit briefly shows how the unit helps students learn facts connected to concepts, interpretations, analyses, and building arguments. There are few, if any interdisciplinary connections to science, literacy, and/or math.</p>	<p>The explanation of the central focus of unit lacks clarity and conciseness and its importance for students is not explained. The explanation includes irrelevant benchmarks and standards that are not connected to the central focus of unit and shows a focus on facts or only one interpretation of a social studies topic, theme, or idea with little or vague connections to concepts, interpretations, analyses, and building arguments. There are no interdisciplinary connections to science, literacy, and/or math.</p>
<p>4. Knowledge of Students to Inform Teaching (2 points)</p>	<p>The explanation of knowledge of students to inform teaching includes a complete summary of students' prior knowledge of the unit's central content focus, their interests, experiences, cultural backgrounds, and development which influence their learning, including any individual or groups of students with special learning needs as identified in their IEPs and 504 plans. Clear connections are made from students' development to cognitive, social, and/or emotional development theories. The explanation also includes students' misconceptions about main social studies ideas.</p>	<p>The explanation of knowledge of students to inform teaching includes a brief summary of students' prior knowledge of the unit's central focus, their interests, experiences, cultural backgrounds, and development which influence their learning, including students with any special learning needs as identified in their IEPs and 504 plans. A few connections are made from students' development to cognitive, social, or emotional development theories. A limited description of students' misconceptions about main social studies ideas is given.</p>	<p>The explanation of knowledge of students to inform teaching provides little or no evidence of students' prior knowledge of the unit's central focus and their interests, experiences, cultural backgrounds, and development which influence their learning. The explanation may or may not include descriptions of students with any special learning needs as identified in their IEPs and 504 plans. No connections are made from students' development to cognitive, social, or emotional development theories. Students' misconceptions about main social studies ideas are omitted.</p>

<p>5. Supporting Students' Social Studies Learning (2 points)</p>	<p>The explanation of supporting students' social studies learning includes a complete, clear description of how students' prior learning, skills, interests, experiences, cultural backgrounds, and development influenced the selection of specific learning tasks or materials in the unit. The explanation clearly describes why recommended practices were selected, the sources for recommended practices were cited, and how students' misconceptions were addressed in the unit.</p>	<p>The explanation of supporting students' social studies learning includes a description of how students' prior learning, skills, interests, experiences, cultural backgrounds, and development influenced the selection of specific learning tasks or materials in the unit. The explanation describes why recommended practices were selected, but only a few sources for recommended practices were cited.</p>	<p>The explanation of supporting students' social studies learning provides little or no evidence of how students' prior learning, skills, interests, experiences, cultural backgrounds, and development influenced the selection of specific learning tasks or materials in the unit. No sources for recommended practices were cited.</p>
<p>6. Monitoring Student Learning (2 points)</p>	<p>The planned formative and summative assessments are listed and clearly provide multiple forms of evidence to monitor students' learning of important social studies facts, concepts, and interpretations, and students' skills in constructing logical arguments about important social studies ideas. Clear and complete reasons for selecting the formative and summative assessments are given. The planned assessments clearly explain how students with specific learning or language needs can demonstrate their learning as required by students' IEPs or 504 plans.</p>	<p>Most of the planned formative and summative assessments are listed and provide evidence to monitor students' learning of important social studies facts, concepts, and interpretations, and students' skills in constructing logical arguments about important social studies ideas. Limited reasons for selecting the formative and summative assessments are given. The planned assessments briefly explain how students with specific learning or language needs can demonstrate their learning as required by students' IEPs or 504 plans.</p>	<p>A number of the planned formative and summative assessments are missing, but those included provide evidence of students' learning of <u>social studies facts only or provide limited evidence</u> to monitor students' learning of facts, concepts, and interpretations. No reasons are given for selecting the formative and summative assessments. The planned assessments are <u>not</u> aligned with the central focus or benchmarks of the unit or are <u>not</u> differentiated to allow students with specific learning or language needs to demonstrate their learning as required by students' IEPs or 504 plans.</p>

<p>7. Analyzing Student Learning (2 points)</p>	<p>The analysis of student learning includes a clear and complete spreadsheet of social studies and relevant science benchmarks and literacy and math common core standards and a summary of how well <u>each student met each benchmark and standard</u> according to clearly explained criteria. The analysis uses specific evidence from students' work samples and the spreadsheet to show clear patterns of students meeting and not meeting benchmarks for the entire class and for students with any special learning needs.</p>	<p>The analysis of student learning includes a spreadsheet of social studies and relevant science benchmarks and literacy and math common core standards and a summary of how well <u>each student met each benchmark and standard</u> according to stated criteria. The analysis uses specific evidence from students' work samples and the spreadsheet to show some patterns of students meeting and not meeting benchmarks for the entire class.</p>	<p>The analysis of student learning <u>does not include all the information required for the spreadsheet, does not include a summary of how well each student met each benchmark and standard, or does not state criteria for assessing students' learning for each benchmark and standard.</u> The analysis does not use specific evidence from students' work samples and the spreadsheet or uses limited evidence to arrive at minimal patterns of students meeting and/or not meeting benchmarks.</p>
<p>8. Using Assessment to Inform Instruction (1 point)</p>	<p>The use of assessment to inform instruction provides targeted support to individuals and groups to help them meet the benchmarks and standards. If all students met the benchmarks and standards, the explanation states instructional and assessment practices to use in the next unit. The next steps for instruction clearly follow recommended social studies education practices, are appropriate for students' cognitive, physical, social, and emotional development, and all sources for recommended practices are cited.</p>	<p>The use of assessment to inform instruction provides general support to students to help them meet the benchmarks and standards. The next steps for instruction loosely follow recommended social studies education practices, are somewhat appropriate for students' cognitive, physical, social, and emotional development, and few sources for recommended practices are cited.</p>	<p>The use of assessment to inform instruction either repeats earlier instruction, does not provide support to students to help them meet the benchmarks and standards, or the next steps for instruction are vaguely described. No recommended practices and sources for recommended practices are cited.</p>

<p>9. Content Knowledge (1 point)</p>	<p>The final revision of the content knowledge research paper is exceptionally thorough, accurate, and well-documented. It provides a very substantive illustration of the content knowledge which will be taught in the curriculum unit. Resources are cited accurately.</p>	<p>The corrected and complete final revision of the content knowledge research paper fully illustrates the content knowledge which will be taught in the curriculum unit. Most resources are cited accurately.</p>	<p>The content knowledge research paper is not revised from the original version and does not include all the content knowledge which will be taught in the curriculum unit. Many errors exist on the resource list.</p>
<p>10. Reflections on Teaching (2 points)</p>	<p>The reflections are exceptionally thorough and thoughtful and contain an analysis of why lessons went well, how and why they could be improved, and why students met or did not meet the benchmarks. New insights about working with students, other educators, and teaching are thoroughly explained.</p>	<p>The reflections are well prepared and contain an analysis of why lessons went well, how and why they could be improved, and why students met or did not meet the benchmarks. New insights about working with students, other educators, and teaching are explained.</p>	<p>The reflections contain brief or a partially completed analysis of why lessons went well, how and why they could be improved, and why students met or did not meet the benchmarks. New insights about working with students, other educators, and teaching are either briefly explained or missing.</p>
<p>11. Resources (1 point)</p>	<p>The resource list includes all resources used in teaching the unit and incorporates additional resources students used in individual or group activities. The resources are listed in alphabetical order, divided into appropriate categories, and correctly followed the American Psychological Association (APA) format.</p>	<p>The resource list includes all resources used in teaching the unit listed in alphabetical order, divided into appropriate categories, and correctly followed the American Psychological Association (APA) format.</p>	<p>The resource list includes some of the resources used in teaching the unit, but were not listed in alphabetical order, divided into appropriate categories, and did not correctly follow the American Psychological Association (APA) format.</p>

Student Comments

Teacher Comments