

**Rubric: EDCS 442 Performance Assessment**

	Rating 1 (1 pts)	Rating 2 (2 pts)	Rating 3 (3 pts)	Rating 4 (4 pts)	Rating 5 (5 pts)	Mean	Mode	Stdev
1.1 Use of Constructivism: Articulate adequate knowledge & understanding of constructivism when discussing student performance.	0	<a href="#">1</a>	<a href="#">42</a>	<a href="#">432</a>	<a href="#">611</a>	4.52	5	0.58
1.2 Use of Constructivism: Apply student centered strategies when working with students	0	<a href="#">1</a>	<a href="#">56</a>	<a href="#">370</a>	<a href="#">659</a>	4.55	5	0.60
1.3 Use of Constructivism: Incorporate student ideas to develop new learning opportunities	0	<a href="#">1</a>	<a href="#">82</a>	<a href="#">457</a>	<a href="#">547</a>	4.43	5	0.63
1.4 Use of Constructivism: Provide opportunities for students to reflect on their learning	0	<a href="#">4</a>	<a href="#">69</a>	<a href="#">415</a>	<a href="#">597</a>	4.48	5	0.63
1.5 Use of Constructivism: Demonstrates a positive impact on student learning	0	<a href="#">1</a>	<a href="#">34</a>	<a href="#">234</a>	<a href="#">818</a>	4.72	5	0.52
2.1 Use of Foundational Knowledge: Demonstrate knowledge of the state learning goals	0	<a href="#">1</a>	<a href="#">36</a>	<a href="#">278</a>	<a href="#">771</a>	4.67	5	0.54
2.2 Use of Foundational Knowledge: Align state learning goals and the essential academic learning requirements with subject matter content (GLE)	0	<a href="#">2</a>	<a href="#">39</a>	<a href="#">233</a>	<a href="#">810</a>	4.71	5	0.54
2.3 Use of Foundational Knowledge: Demonstrate sound knowledge of content areas	0	<a href="#">2</a>	<a href="#">50</a>	<a href="#">360</a>	<a href="#">674</a>	4.57	5	0.59
2.4 Use of Foundational Knowledge: Demonstrate knowledge of the impact of technology and societal changes on schools	0	0	<a href="#">56</a>	<a href="#">499</a>	<a href="#">523</a>	4.43	5	0.59
2.5 Use of Foundational Knowledge: Demonstrate knowledge of the moral, social, and political dimensions of classrooms, teaching and schools	0	<a href="#">1</a>	<a href="#">58</a>	<a href="#">423</a>	<a href="#">603</a>	4.50	5	0.60
2.6 Use of Foundational Knowledge: Demonstrate knowledge of the responsibilities, structure, and activities of the profession	0	<a href="#">2</a>	<a href="#">49</a>	<a href="#">259</a>	<a href="#">777</a>	4.67	5	0.57
3.1 Instructional Planning for Effective Teaching: Use research and experience-based principles of effective practice to encourage the intellectual, social, and personal development of students	0	0	<a href="#">80</a>	<a href="#">517</a>	<a href="#">487</a>	4.38	4	0.62
3.2 Instructional Planning for Effective Teaching: Plan, implement and assess an instructional unit	0	<a href="#">1</a>	<a href="#">47</a>	<a href="#">259</a>	<a href="#">779</a>	4.67	5	0.56
3.3 Instructional Planning for Effective Teaching: Adapt instructional strategies for students of diverse cultural or linguistic backgrounds	0	<a href="#">1</a>	<a href="#">77</a>	<a href="#">468</a>	<a href="#">532</a>	4.42	5	0.63
3.4 Instructional Planning for Effective Teaching: Adapt instructional strategies for exceptional students	0	<a href="#">3</a>	<a href="#">108</a>	<a href="#">534</a>	<a href="#">437</a>	4.30	4	0.65
3.5 Instructional Planning for Effective Teaching: Adapt instructional strategies for students at all levels of academic abilities	0	<a href="#">4</a>	<a href="#">79</a>	<a href="#">471</a>	<a href="#">529</a>	4.41	5	0.64
3.6 Instructional Planning for Effective Teaching: Evaluate effective lessons using the essential elements of lesson plan design	0	<a href="#">2</a>	<a href="#">54</a>	<a href="#">333</a>	<a href="#">697</a>	4.59	5	0.59
3.7 Instructional Planning for Effective Teaching: Align lesson plan to EALRs, WASL, GLE	0	<a href="#">2</a>	<a href="#">39</a>	<a href="#">198</a>	<a href="#">846</a>	4.74	5	0.52
4.1 Classroom Management and Discipline: Maintain a positive affective classroom environment	0	<a href="#">3</a>	<a href="#">61</a>	<a href="#">274</a>	<a href="#">749</a>	4.63	5	0.60
4.2 Classroom Management and Discipline: Know and apply appropriate interventions incorporating student involvement	0	<a href="#">5</a>	<a href="#">107</a>	<a href="#">404</a>	<a href="#">570</a>	4.42	5	0.68
4.3 Classroom Management and Discipline: Maintain instructional momentum	0	<a href="#">6</a>	<a href="#">100</a>	<a href="#">403</a>	<a href="#">578</a>	4.43	5	0.68
4.4 Classroom Management and Discipline: Apply theory of human development to motivate students	0	<a href="#">4</a>	<a href="#">86</a>	<a href="#">525</a>	<a href="#">471</a>	4.35	4	0.64
4.5 Classroom Management and Discipline: Handle student disruptions quickly and effectively	0	<a href="#">10</a>	<a href="#">100</a>	<a href="#">415</a>	<a href="#">563</a>	4.41	5	0.69
4.6 Classroom Management and Discipline: Handle transitions effectively	0	<a href="#">6</a>	<a href="#">93</a>	<a href="#">407</a>	<a href="#">581</a>	4.44	5	0.67

	Rating 1 (1 pts)	Rating 2 (2 pts)	Rating 3 (3 pts)	Rating 4 (4 pts)	Rating 5 (5 pts)	Mean	Mode	Stdev
4.7 Classroom Management and Discipline: Monitor the classroom effectively	0	<a href="#">7</a>	<a href="#">87</a>	<a href="#">360</a>	<a href="#">632</a>	4.49	5	0.67
4.8 Classroom Management and Discipline: Use effective verbal and nonverbal communication to foster active inquiry and behavior in students	0	<a href="#">6</a>	<a href="#">102</a>	<a href="#">368</a>	<a href="#">611</a>	4.46	5	0.68
4.9 Classroom Management and Discipline: Manage the physical environment of the classroom to meet instructional, social and physical needs of students	0	<a href="#">1</a>	<a href="#">55</a>	<a href="#">282</a>	<a href="#">746</a>	4.64	5	0.58
5.1 Student Performance Assessment: Assess student basic skill levels in content areas	0	<a href="#">2</a>	<a href="#">55</a>	<a href="#">499</a>	<a href="#">520</a>	4.43	5	0.60
5.2 Student Performance Assessment: Assess student reading levels and identifying content area reading requirements	0	<a href="#">3</a>	<a href="#">94</a>	<a href="#">546</a>	<a href="#">384</a>	4.28	4	0.63
5.3 Student Performance Assessment: Evaluate an instructional unit's positive impact on students	0	<a href="#">4</a>	<a href="#">51</a>	<a href="#">331</a>	<a href="#">699</a>	4.59	5	0.60
5.4 Student Performance Assessment: Select and administer appropriate measures for summarizing student performance	0	<a href="#">4</a>	<a href="#">64</a>	<a href="#">448</a>	<a href="#">565</a>	4.46	5	0.62
5.5 Student Performance Assessment: Report assessment results to students	0	<a href="#">5</a>	<a href="#">71</a>	<a href="#">419</a>	<a href="#">587</a>	4.47	5	0.64
5.6 Student Performance Assessment: Report assessment results of positive impact on student learning to parents	0	<a href="#">6</a>	<a href="#">128</a>	<a href="#">513</a>	<a href="#">417</a>	4.26	4	0.68
5.7 Student Performance Assessment: Use performance based & authentic assessment of students' learning	0	<a href="#">4</a>	<a href="#">61</a>	<a href="#">406</a>	<a href="#">609</a>	4.50	5	0.62
6.1 Diverse Populations: Demonstrate understanding of the various values, life styles, history, and contributions of various identifiable subgroups of society	<a href="#">1</a>	<a href="#">2</a>	<a href="#">44</a>	<a href="#">421</a>	<a href="#">612</a>	4.52	5	0.59
6.2 Diverse Populations: Work effectively with students from racial and/or ethnic populations	0	0	<a href="#">30</a>	<a href="#">218</a>	<a href="#">836</a>	4.74	5	0.50
6.3 Diverse Populations: Work with parents of students from racial and ethnic populations	0	<a href="#">1</a>	<a href="#">92</a>	<a href="#">424</a>	<a href="#">537</a>	4.42	5	0.65
6.4 Diverse Populations: Prepare culturally responsive lessons for students	0	<a href="#">1</a>	<a href="#">63</a>	<a href="#">421</a>	<a href="#">590</a>	4.49	5	0.61
6.5 Diverse Populations: Demonstrate positive impact on students from diverse racial/ethnic groups	0	0	<a href="#">33</a>	<a href="#">274</a>	<a href="#">777</a>	4.69	5	0.53
6.6 Diverse Populations: Demonstrate positive impact on students requiring special instruction	0	<a href="#">1</a>	<a href="#">50</a>	<a href="#">341</a>	<a href="#">694</a>	4.59	5	0.58
6.7 Diverse Populations: Deal with dehumanizing biases of racism, sexism, prejudice and discrimination	0	0	<a href="#">54</a>	<a href="#">268</a>	<a href="#">748</a>	4.65	5	0.57
7.1 School, Home, and Community: Participate in the designing of activities that involve parents in the learning process of their children	0	<a href="#">7</a>	<a href="#">128</a>	<a href="#">525</a>	<a href="#">396</a>	4.24	4	0.68
7.2 School, Home, and Community: Use community resources to enhance school programs	0	<a href="#">1</a>	<a href="#">134</a>	<a href="#">521</a>	<a href="#">392</a>	4.24	4	0.67
7.3 School, Home, and Community: Work cooperatively with parents to support student success	0	<a href="#">1</a>	<a href="#">114</a>	<a href="#">431</a>	<a href="#">521</a>	4.38	5	0.67
7.4 School, Home, and Community: Work cooperatively with colleagues to support student success	0	<a href="#">1</a>	<a href="#">43</a>	<a href="#">210</a>	<a href="#">831</a>	4.72	5	0.53
8.1 Professionalism: Be committed to education as a profession	0	<a href="#">3</a>	<a href="#">19</a>	<a href="#">117</a>	<a href="#">945</a>	4.85	5	0.42
8.2 Professionalism: Demonstrate an understanding of and commitment to each student	0	<a href="#">1</a>	<a href="#">27</a>	<a href="#">158</a>	<a href="#">900</a>	4.80	5	0.46
8.3 Professionalism: Demonstrate an awareness of his or her limitations and strengths, evaluating and implementing steps for continued professional growth	0	<a href="#">4</a>	<a href="#">37</a>	<a href="#">174</a>	<a href="#">870</a>	4.76	5	0.52
8.4 Professionalism: Communicate a caring, patient attitude and personal commitment to educating students	0	<a href="#">2</a>	<a href="#">22</a>	<a href="#">119</a>	<a href="#">943</a>	4.84	5	0.43

	<b>Rating 1 (1 pts)</b>	<b>Rating 2 (2 pts)</b>	<b>Rating 3 (3 pts)</b>	<b>Rating 4 (4 pts)</b>	<b>Rating 5 (5 pts)</b>	<b>Mean</b>	<b>Mode</b>	<b>Stdev</b>
8.5 Professionalism: Participate effectively in group decision making, be flexible in personal & professional relationships in daily teaching situations	0	<a href="#">2</a>	<a href="#">35</a>	<a href="#">139</a>	<a href="#">910</a>	4.80	5	0.48
8.6 Professionalism: Demonstrate energy and enthusiasm in teaching	<a href="#">1</a>	<a href="#">4</a>	<a href="#">37</a>	<a href="#">170</a>	<a href="#">873</a>	4.76	5	0.53
8.7 Professionalism: Demonstrate ethical and professional behavior	0	<a href="#">2</a>	<a href="#">25</a>	<a href="#">100</a>	<a href="#">957</a>	4.86	5	0.42
8.8 Professionalism: Provide holistic evidence of reflection throughout the teaching experience	0	<a href="#">4</a>	<a href="#">33</a>	<a href="#">215</a>	<a href="#">831</a>	4.73	5	0.53
9.1 Technology: Use technology in preparing material for students	0	0	<a href="#">28</a>	<a href="#">339</a>	<a href="#">717</a>	4.64	5	0.53
9.2 Technology: Integrate technology into instruction to support positive impact on student learning	0	0	<a href="#">41</a>	<a href="#">345</a>	<a href="#">699</a>	4.61	5	0.56
9.3 Technology: Use email and/or software effectively to communicate with students and/or parents	0	0	<a href="#">59</a>	<a href="#">314</a>	<a href="#">674</a>	4.59	5	0.60
10.1 Communication: Share pertinent information on student progress with parents	0	<a href="#">2</a>	<a href="#">99</a>	<a href="#">448</a>	<a href="#">519</a>	4.39	5	0.66
10.2 Communication: Orally communicate clearly, directly and appropriately	0	<a href="#">1</a>	<a href="#">55</a>	<a href="#">254</a>	<a href="#">774</a>	4.66	5	0.58
10.3 Communication: Write clearly and in a direct manner	0	<a href="#">2</a>	<a href="#">61</a>	<a href="#">217</a>	<a href="#">804</a>	4.68	5	0.58
10.4 Communication: Accept differences in philosophy, pedagogy, & learning methods of students, colleagues and parents	0	<a href="#">1</a>	<a href="#">33</a>	<a href="#">171</a>	<a href="#">878</a>	4.78	5	0.49

1.1 Use of Constructivism: Articulate adequate knowledge & understanding of constructivism when discussing student performance.	1 (0%)	42 (3%)	432 (39%)	611 (56%)
1.2 Use of Constructivism: Apply student centered strategies when working with students	1 (0%)	56 (5%)	370 (34%)	659 (60%)
1.3 Use of Constructivism: Incorporate student ideas to develop new learning opportunities	1 (0%)	82 (7%)	457 (42%)	547 (50%)
1.4 Use of Constructivism: Provide opportunities for students to reflect on their learning	4 (0%)	69 (6%)	415 (38%)	597 (55%)
1.5 Use of Constructivism: Demonstrates a positive impact on student learning	1 (0%)	34 (3%)	234 (21%)	818 (75%)
2.1 Use of Foundational Knowledge: Demonstrate knowledge of the state learning goals	1 (0%)	36 (3%)	278 (25%)	771 (70%)
2.2 Use of Foundational Knowledge: Align state learning goals and the essential academic learning requirements with subject matter content (GLE)	2 (0%)	39 (3%)	233 (21%)	810 (74%)
2.3 Use of Foundational Knowledge: Demonstrate sound knowledge of content areas	2 (0%)	50 (4%)	360 (33%)	674 (62%)
2.4 Use of Foundational Knowledge: Demonstrate knowledge of the impact of technology and societal changes on schools	56 (5%)	499 (46%)	523 (48%)	
2.5 Use of Foundational Knowledge: Demonstrate knowledge of the moral, social, and political dimensions of classrooms, teaching and schools	1 (0%)	58 (5%)	423 (38%)	603 (55%)
2.6 Use of Foundational Knowledge: Demonstrate knowledge of the responsibilities, structure, and activities of the profession	2 (0%)	49 (4%)	259 (23%)	777 (71%)
3.1 Instructional Planning for Effective Teaching: Use research and experience-based principles of effective practice to encourage the intellectual, social, and personal development of students	80 (7%)	517 (47%)	487 (44%)	
3.2 Instructional Planning for Effective Teaching: Plan, implement and assess an instructional unit	1 (0%)	47 (4%)	259 (23%)	779 (71%)
3.3 Instructional Planning for Effective Teaching: Adapt instructional strategies for students of diverse cultural or linguistic backgrounds	1 (0%)	77 (7%)	468 (43%)	532 (49%)
3.4 Instructional Planning for Effective Teaching: Adapt instructional strategies for exceptional students	3 (0%)	108 (9%)	534 (49%)	437 (40%)
3.5 Instructional Planning for Effective Teaching: Adapt instructional strategies for students at all levels of academic abilities	4 (0%)	79 (7%)	471 (43%)	529 (48%)

3.6 Instructional Planning for Effective Teaching: Evaluate effective lessons using the essential elements of lesson plan design	2 (0%)	54 (4%)	333 (30%)	697 (64%)
3.7 Instructional Planning for Effective Teaching: Align lesson plan to EALRs, WASL, GLE	2 (0%)	39 (3%)	198 (18%)	846 (77%)
4.1 Classroom Management and Discipline: Maintain a positive affective classroom environment	3 (0%)	61 (5%)	274 (25%)	749 (68%)
4.2 Classroom Management and Discipline: Know and apply appropriate interventions incorporating student involvement	5 (0%)	107 (9%)	404 (37%)	570 (52%)
4.3 Classroom Management and Discipline: Maintain instructional momentum	6 (0%)	100 (9%)	403 (37%)	578 (53%)
4.4 Classroom Management and Discipline: Apply theory of human development to motivate students	4 (0%)	86 (7%)	525 (48%)	471 (43%)
4.5 Classroom Management and Discipline: Handle student disruptions quickly and effectively	10 (0%)	100 (9%)	415 (38%)	563 (51%)
4.6 Classroom Management and Discipline: Handle transitions effectively	6 (0%)	93 (8%)	407 (37%)	581 (53%)
4.7 Classroom Management and Discipline: Monitor the classroom effectively	7 (0%)	87 (8%)	360 (33%)	632 (58%)
4.8 Classroom Management and Discipline: Use effective verbal and nonverbal communication to foster active inquiry and behavior in students	6 (0%)	102 (9%)	368 (33%)	611 (56%)
4.9 Classroom Management and Discipline: Manage the physical environment of the classroom to meet instructional, social and physical needs of students	1 (0%)	55 (5%)	282 (26%)	746 (68%)
5.1 Student Performance Assessment: Assess student basic skill levels in content areas	2 (0%)	55 (5%)	499 (46%)	520 (48%)
5.2 Student Performance Assessment: Assess student reading levels and identifying content area reading requirements	3 (0%)	94 (9%)	546 (53%)	384 (37%)
5.3 Student Performance Assessment: Evaluate an instructional unit's positive impact on students	4 (0%)	51 (4%)	331 (30%)	699 (64%)
5.4 Student Performance Assessment: Select and administer appropriate measures for summarizing student performance	4 (0%)	64 (5%)	448 (41%)	565 (52%)
5.5 Student Performance Assessment: Report assessment results to students	5 (0%)	71 (6%)	419 (38%)	587 (54%)
5.6 Student Performance Assessment: Report assessment results of positive impact on student learning to parents	6 (0%)	128 (12%)	513 (48%)	417 (39%)
5.7 Student Performance Assessment: Use performance based & authentic assessment of students' learning	4 (0%)	61 (5%)	406 (37%)	609 (56%)

6.1 Diverse Populations: Demonstrate understanding of the various values, life styles, history, and contributions of various identifiable subgroups of society	1 (0%)	2 (0%)	44 (4%)	421 (38%)	612 (56%)
6.2 Diverse Populations: Work effectively with students from racial and/or ethnic populations	30 (2%)	218 (20%)	836 (77%)		
6.3 Diverse Populations: Work with parents of students from racial and ethnic populations	1 (0%)	92 (8%)	424 (40%)	537 (50%)	
6.4 Diverse Populations: Prepare culturally responsive lessons for students	1 (0%)	63 (5%)	421 (39%)	590 (54%)	
6.5 Diverse Populations: Demonstrate positive impact on students from diverse racial/ethnic groups	33 (3%)	274 (25%)	777 (71%)		
6.6 Diverse Populations: Demonstrate positive impact on students requiring special instruction	1 (0%)	50 (4%)	341 (31%)	694 (63%)	
6.7 Diverse Populations: Deal with dehumanizing biases of racism, sexism, prejudice and discrimination	54 (5%)	268 (25%)	748 (69%)		
7.1 School, Home, and Community: Participate in the designing of activities that involve parents in the learning process of their children	7 (0%)	128 (12%)	525 (49%)	396 (37%)	
7.2 School, Home, and Community: Use community resources to enhance school programs	1 (0%)	134 (12%)	521 (49%)	392 (37%)	
7.3 School, Home, and Community: Work cooperatively with parents to support student success	1 (0%)	114 (10%)	431 (40%)	521 (48%)	
7.4 School, Home, and Community: Work cooperatively with colleagues to support student success	1 (0%)	43 (3%)	210 (19%)	831 (76%)	
8.1 Professionalism: Be committed to education as a profession	3 (0%)	19 (1%)	117 (10%)	945 (87%)	
8.2 Professionalism: Demonstrate an understanding of and commitment to each student	1 (0%)	27 (2%)	158 (14%)	900 (82%)	
8.3 Professionalism: Demonstrate an awareness of his or her limitations and strengths, evaluating and implementing steps for continued professional growth	4 (0%)	37 (3%)	174 (16%)	870 (80%)	
8.4 Professionalism: Communicate a caring, patient attitude and personal commitment to educating students	2 (0%)	22 (2%)	119 (10%)	943 (86%)	
8.5 Professionalism: Participate effectively in group decision making, be flexible in personal & professional relationships in daily teaching situations	2 (0%)	35 (3%)	139 (12%)	910 (83%)	
8.6 Professionalism: Demonstrate energy and enthusiasm in teaching	1 (0%)	4 (0%)	37 (3%)	170 (15%)	873 (80%)
8.7 Professionalism: Demonstrate ethical and professional behavior	2 (0%)	25 (2%)	100 (9%)	957 (88%)	

8.8 Professionalism: Provide holistic evidence of reflection throughout the teaching experience	4 (0%)	33 (3%)	215 (19%)	831 (76%)	
9.1 Technology: Use technology in preparing material for students	28 (2%)	339 (31%)	717 (66%)		
9.2 Technology: Integrate technology into instruction to support positive impact on student learning	41 (3%)	345 (31%)	699 (64%)		
9.3 Technology: Use email and/or software effectively to communicate with students and/or parents	59 (5%)	314 (29%)	674 (64%)		
10.1 Communication: Share pertinent information on student progress with parents	2 (0%)	99 (9%)	448 (41%)	519 (48%)	
10.2 Communication: Orally communicate clearly, directly and appropriately	1 (0%)	55 (5%)	254 (23%)	774 (71%)	
10.3 Communication: Write clearly and in a direct manner	2 (0%)	61 (5%)	217 (20%)	804 (74%)	
10.4 Communication: Accept differences in philosophy, pedagogy, & learning methods of students, colleagues and parents	1 (0%)	33 (3%)	171 (15%)	878 (81%)	
	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5