# DP4: Student Teaching Portfolio Rubric (10 Rows)

**Rubric Content | Rubric Points | Print | eReport**


**Description:** Unit Assessment rubric for DP4

**Updated:** 11/23/2010 9:56:43 AM

**Author:** Ball State University Unit Assessment

## Unsatisfactory | Basic | Proficient | Distinguished

| **INTASC 1** Makes content errors, does not correct errors of students or self, or lacks initiative to research content. | Displays basic content knowledge but cannot articulate connections with other parts of disciplines. | Displays solid content knowledge and makes connections between the content and other disciplines. | Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding in the field. |
| **INTASC 1** Is unaware of interdisciplinary approaches to teaching and learning. | Displays limited awareness of interdisciplinary approaches to teaching and learning and incorporates some of these strategies. | Is very aware of interdisciplinary approaches to teaching and learning and regularly incorporates these strategies. | Incorporates interdisciplinary strategies on a regular basis and utilizes the knowledge/skills of colleagues and students to enhance learning. |
| **INTASC 1** Demonstrates little attention to multiple perspectives. Content is presented without discussion of its relationship to real experience or other disciplines or cultural norms. Individual differences are ignored. | Demonstrates an awareness of multiple perspectives and opens discussions about subject matter to the class. Strives to include content that dispels stereotypes. | Routinely discusses multiple perspectives in subject matter and includes attention to students' personal, family, and community experiences. Individual differences are respected. | Strategically introduces resources and experiences that challenge the learner's beliefs and assumption about common understandings, thus creating an environment where critical thinking is a habit. |

Standards aligned to this row:
- **INTASC (old) P1**
- **NCTM (Elementary, Middle and Secondary) SEC.7.1, SEC.8.3**

| **INTASC 2** Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments. | Designs some activities and assignments in a developmentally appropriate way. | Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical). | Learners are engaged in activities to stimulate their thinking, test ideas / materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions / feelings, discussions, etc.). |
| **INTASC 2** Displays little understanding of prerequisite knowledge important for student learning and fails to activate students' prior knowledge. | Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students' prior knowledge. | Consistently helps students make connections between current content and their own background and experiences. | Lessons include deliberate opportunities for students to discover the connections between current content and life experiences. Students see the purpose and the "big picture." |

Standards aligned to this row:
- **INTASC (old) P2**
| INTASC | 3 | NCTM (Elementary, Middle and Secondary) SEC.8.1
| SECT.8.3 |
| INTASC | 3 | NCTM (Elementary, Middle and Secondary) SEC.8.1
| SECT.8.3 |
| INTASC | 3 | NCTM (Elementary, Middle and Secondary) SEC.8.1
| SECT.8.3 |
| INTASC | 3 | NCTM (Elementary, Middle and Secondary) SEC.8.1
| SECT.8.3 |

| INTASC | 4 | NCTM (Elementary, Middle and Secondary) SEC.7.1
| SECT.8.1 |
| INTASC | 4 | NCTM (Elementary, Middle and Secondary) SEC.7.1
| SECT.8.1 |
| INTASC | 4 | NCTM (Elementary, Middle and Secondary) SEC.7.1
| SECT.8.1 |

**Standards aligned to this row:**
- **INTASC (old)** P3
- **NCTM (Elementary, Middle and Secondary)** SEC.7.1
  - SECT.8.1
  - SECT.8.2
  - SECT.8.3

| INTASC | 4 | NCTAS (old) P3 |
| INTASC | 4 | NCTM (Elementary, Middle and Secondary) SEC.7.1
| SECT.8.1 |

**Standards aligned to this row:**
- **INTASC (old)** P3
- **NCTM (Elementary, Middle and Secondary)** SEC.7.1
  - SECT.8.1
  - SECT.8.2
  - SECT.8.3

| INTASC | 4 | NCTM (Elementary, Middle and Secondary) SEC.7.1
| SECT.8.1 |

**Standards aligned to this row:**
- **INTASC (old)** P3
- **NCTM (Elementary, Middle and Secondary)** SEC.7.1
  - SECT.8.1
  - SECT.8.2
  - SECT.8.3

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**NCTM (Elementary, Middle and Secondary)** SEC.8.1

**INTASC**

3

Student is unaware of individual learning abilities as all students receive same delivery of instruction and assignment regardless of differences.

3

Student uses or seeks no additional resources or supplemental materials for students with individual needs.

3

Student conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.

**INTASC**

4

Student utilizes materials from a teacher's guide only. Book content is read and discussed with no outside materials or resources included.

4

Student relies mostly on direct instruction/lecture method and giving assignments. Students are passive learners. No modeling. Primarily serves as "giver of information" in an authoritarian mode of instruction.

**INTASC**

4

Student displays limited awareness and/or use of resources available or does not take initiative to obtain materials. Occasionally uses supplemental materials.

4

Student written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling. Occasionally facilitates small groups.

**INTASC**

4

Student demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery. Routines seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to allow for multiple ways of learning.

4

Student seeks out and uses resources from professional organizations or through community speakers, study trips, commercial materials, etc. These resources are not just "add-ons" but are fully integrated into a comprehensive curriculum.

**INTASC**

4

Student actively seeks out resources from the community or professional organizations and utilizes these sources and materials for the benefit of varied learners.

4

Student expects students to challenge themselves by providing opportunities for choice in activities and assignments.

**INTASC**

4

Student facilitates inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.

4

Student demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources,

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Transitions are seamless with students assuming some responsibility for efficient operation.

Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.

Directions and procedures are clear to students.

Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.

Transitions are sporadically efficient, resulting in some loss of instructional time. Background and procedures need clarification. 

Quality of transitions is inconsistent. Transitions are inefficient, resulting in some loss of instructional time.

Directions and procedures are clarified after initial student confusion or are excessively detailed.

Duties are handled fairly efficiently. Time and materials are handled moderately well.

Duties are managed and completed in a clear, professional manner without loss of instructional time.

Standards of conduct appear to have been established for situations and most students seem to understand them.

Classroom environment is positive. Students are actively engaged. Extrinsic rewards are not necessary to motivate students. Teacher clearly shows a caring attitude toward all students.

Standards of conduct are clear to all students. Teacher reviews and prompts students to self-direct and problem solve as needed. Facilitates learning.

Role varies depending on student activities. Expects students to self-direct and problem solve as needed. Facilitates learning.

Insufficient time is lost during transitions. May be unaware of lost time, does not plan for transitions.

Time and materials are efficiently handled, resulting in loss of instructional time.

Directions and procedures are confusing to the students.

The pacing is inconsistent. 

Duties are handled fairly efficiently. Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards offered.

Pacing is usually appropriate. Teacher adapts pace by monitoring students.

Systems for performing duties are well established with students assuming appropriate responsibility for efficient classroom operation.

Teacher helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate of openness, mutual respect, support, and inquiry.

Standards of conduct for various situations are clear to students and appear to have been developed or revised with student participation.

Monitoring is subtle and

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<table>
<thead>
<tr>
<th></th>
<th>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</th>
<th>behaviors when appropriate. Is consistently alert to student behavior, uses positive reinforcement and behavior prompts.</th>
<th>Response to misbehavior is appropriate, successful, and respects the student's dignity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preventive. Students monitor their own and their peers' behavior in appropriate ways.</td>
<td>Response to misbehavior is highly effective and sensitive to students' individual needs. Assists students in making appropriate behavior choices.</td>
<td></td>
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Standards aligned to this row:
- **INTASC (old)** P5
- **NCTM (Elementary, Middle and Secondary)** SEC.7.3
- **TESOL (rev. 2009)** 3.a

|   | INTASC Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly. Questions are usually of poor quality: low level of thinking or one word responses are accepted. Interaction is predominantly recitation style, with teacher mediating questions and answers. Only a few participate in the discussion. Limited use of media and/or technology to enhance learning. | Speech and written language are clear and correct. Vocabulary is appropriate to students' ages and backgrounds. Questions are a combination of low and high quality. Only some invite a thoughtful response. Wait time is inconsistent. Makes some attempts to engage students in a true discussion but with only limited success. Some media and/or technology used, but is inconsistent or of limited quality. | Speech and written language are clear and correct. Vocabulary is appropriate to students' ages and interests. Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping students articulate ideas. Consistently provides adequate wait time. True discussion occurs with the teacher stepping aside when appropriate. Teacher ensures that all voices are heard in the discussion. Lessons consistently use media and/or technology to add instructional impact and increase learning. |
|   | Oral and written language are correct and expressive with well chosen vocabulary that enriches the lesson. Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and stimulations of curiosity. Students learn to question. Students assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Students insure that all voices are heard in the discussion. Takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong. |

Standards aligned to this row:
- **INTASC (old)** P6
- **NCTM (Elementary, Middle and Secondary)** SEC.3.1, SEC.3.2, SEC.3.4, SEC.6.1, SEC.7.6, SEC.8.9
- **TESOL (rev. 2009)** 3.b, 3.c

<table>
<thead>
<tr>
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<th>INTASC Learning activities are not compatible with school and district. Activities may follow an organized progression but are not highly relevant to students' needs and goals.</th>
<th>Learning activities are highly relevant to students' needs and goals and follow a well-organized progression. Quality and depth are consistently strong.</th>
<th>Learning activities follow a well-organized progression and follow the school / district plan.</th>
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### INTASC 7

**Curriculum and/or do not follow an organized progression.**

Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.

Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.

**Not completely compatible with the required curriculum.**

Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.

**Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.**

**Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.**

**Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests.**

**Involves learners in self-assessment activities to foster awareness of their strengths / needs and to set personal goals for learning.**

**Learners are involved in setting criteria for evaluation. Feedback is individualized and includes personal goal setting. Descriptive rubrics are created and shared with students.**

**System is highly effective and students are involved in collection and summarizing of data.**

**System for scoring and recording data is fully effective and up-to-date.**

**District curriculum requirements.**

Responds to unanticipated sources of input, evaluates plans in relation to short and long-term goals. Has clear understanding of the "big picture" for planning.

Makes major adjustment to plans to meet student needs, interest, and motivation.

### INTASC 8

**Uses minimal number of assessments or only commercially prepared tests.**

Methods of assessments not consistent with instructional goals.

Assessment results affect lesson planning only minimally.

Criteria for evaluation is not predetermined on paper. Feedback is not provided in a timely manner or is of poor quality.

Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.

Some instructional goals are assessed but not all. Gathering of assessment data is more frequent and begins to use performance-based measures.

Uses assessment results to plan for the class as a whole.

Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.

Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.

Feedback includes qualitative comments to highlight strengths or needs.

Learners are given evaluation criteria in advance (rubrics, point systems, etc.). Feedback includes descriptive comments to highlight strengths or needs.

Learners are involved in self-assessment activities to foster awareness of their strengths / needs and to set personal goals for learning.

A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.

Learners are involved in setting criteria for evaluation. Feedback is individualized and includes personal goal setting. Descriptive rubrics are created and shared with students.

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| INTASC 9 | Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well. |
| INTASC 9 | Little interaction with colleagues or relationships are negative, self-serving or unprofessional. Makes no effort to share knowledge with others or to assume professional responsibilities (attire, mannerisms, communications). Does not complete student teaching requirements. |
| | Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions. |
| | Maintains professional cordial relationships with school staff and attends required meetings. Participates in professional activities that are provided. Conducts him/herself in a professional student teacher manner most of the time. Some student teaching requirements are not completed appropriately. |
| | Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an ongoing process. Welcomes constructive criticism. |
| | Seeks opportunities to work with colleagues to learn and grow professionally. Is willing to give and receive help. Consistently demonstrates professionalism in appearance/manners. Actively seeks out professional literature, conferences, mentors, etc. to grow professionally. Student teaching requirements are completed with quality and depth. |
| | Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism. Routinely shares materials, resources, ideas with colleagues. May volunteer to organize tasks or take the lead with activities within a department/team or at the school level. Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge / skills, conducting / sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, teaching after school enrichment classes. |

Standards aligned to this row:
- **INTASC (old)** P9

| INTASC 10 | Avoids becoming involved in school/district projects and events. |
| INTASC 10 | Does not readily observe or identify clues to student distress, special needs, etc. Does not honor confidential information about students. Provides minimal information to parents or is insensitive to parent concerns about students. Does not make an effort to get involved with parents. |
| | Participates in school / district events when specifically asked. Identifies special needs of some students (vision, hearing, counseling, medical intervention, etc.) but does not communicate concerns with classroom teacher. Respects the privacy of students and confidentiality of information. Adheres to the existing formats for communications with parents. Needs to be reminded to communicate with |
| | Volunteers to participate in more than one activity and makes substantial contributions. Participates as much as possible as a full staff member. |
| | Is concerned about all aspects of a child's wellbeing (cognitive, emotional, social, and physical), and is alert to signs of difficulty. Takes steps to stop discrimination or harassment among students. Teams with the teacher to communicate with parents about their child's progress (both positive and negative) |
| | Frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities such as enrichment / remedial classes for students outside of regular school day. Values his/her role in making the entire school a productive learning environment. Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services. Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter. |
individual student's parents. on a regular basis and utilizing parents in class projects. openly welcomes parents to the classroom. Responses to parent concerns are handled with great sensitivity.