

Montclair State University
Initial Teacher Education Program
RUBRIC FOR ADMISSIONS EVALUATION SCALE
(11/01/03)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. Subject matter knowledge (ECEL: Significant work with children) (1a)	Candidate has a weak grasp of the content of the discipline s/he is planning to teach.		Candidate has a solid grasp of the content of the discipline s/he is planning to teach.		Candidate has a strong and in-depth grasp of the content of the discipline s/he is planning to teach.
<i>Evidence:</i> GPA in the major field, recommendation letters, portfolio (if applicable), and interview.					
2. Written English thinking and communication skills. (11)	Candidate has weak written communication skills. Problems with the writing include: not focusing on the question or writing prompt, lack of specific and valid support for arguments, unclear or inappropriate organization of the essays, and unclear transitions. The writing does not show sufficient depth of thought. It is not grammatically correct or neatly presented.		Candidate has solid written communication skills. S/he focuses on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, and uses clear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.		Candidate has exceptional written communication skills. S/he focuses directly on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, uses clear and sophisticated transitions, and writes in a mature style. The writing shows exceptional depth of thought and is grammatically correct and neatly presented.
<i>Evidence:</i> Transcript, and take-home and impromptu essays.					

NOTE: Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” rating (5) from “meets expectations” ratings (3 and 4).

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
3. Oral English thinking and communication skills. (11)	Candidate has poor oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and/or listening skills.		Candidate has acceptable oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Overall, questions and answers are relevant and logical.		Candidate has exceptional oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Questions and answers are consistently relevant and logical.
<i>Evidence:</i> Speech course grade, and interview.					
4. Understanding that a person's perspective is influenced by his or her life experiences. (3a) Appreciation for multiple ways of knowing. (12f)	Candidate appears not to understand that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he appears unaware of or resistant to different points of view. S/he appears not to value different perspectives or multiple ways of knowing.		Candidate understands that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. S/he has an appreciation for different perspectives and multiple ways of knowing.		Candidate has a deep and sophisticated understanding that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. An appreciation of different perspectives and multiple ways of knowing appears to be central to his/her way of thinking.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Cross-cultural experiences, proficiency in multiple languages, experience with and understanding of multicultural literature, community involvement, and personal background factors (e.g., race, ethnicity, class, gender).					

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Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
5. Belief in the educability of all children, and that children bring varied talents, strengths, and perspectives to learning. (3b, 12a, 12c)	Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.	Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.	Candidate is deeply committed to education for all students. S/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.		
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.					
6. Respect and appreciation for individual and cultural differences. (12b)	Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalizations about groups.	Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.	Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds.		
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Evidence of student-centered educational philosophy.					
7. Reflectiveness. Commitment to critical reflection and critical thinking. (9, 12h)	Candidate does not seriously reflect on his/her life experiences or work experiences. There is little evidence that s/he reflects on the nature of teaching and learning or considers the effects of his/her choices and actions on others.	Candidate reflects on his/her life experiences and work experiences--for example, on the nature of teaching and learning and on the effects of his/her choices and actions on others.	Candidate is exceptionally reflective about his/her life experiences and work experiences. S/he gives serious consideration to the nature of teaching and learning, and continually evaluates the effects of his/her choices and actions on others.		
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.					

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8. Understanding of and commitment to principles of democracy. (6, 12g)	Candidate appears to have a minimal understanding of and weak commitment to the principles of democracy.		Candidate has some understanding of the principles of democracy and is committed to them.		Candidate has given considerable thought to the principles of democracy, and has an in-depth understanding of them and a strong commitment to them.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.					
9. Initial commitment to the ethical and enculturating responsibilities of teachers and to being agents of change. (Standards 12i, 12j)	Candidate does not recognize that teachers play an enculturating role or that they have a responsibility to approach that role in an ethical manner. S/he does not see the promotion of social justice as a function of schools. S/he does not envision her/himself being an agent of change.		Candidate recognizes that teachers play an enculturating role and that they have a responsibility to approach that role in an ethical manner. S/he believes that schools should and can promote social justice. S/he envisions her/himself acting as an agent of change.		Candidate has a deep understanding of the enculturating role that teachers play and of their responsibility to approach that role in an ethical manner. S/he strongly believes that schools should and can promote social justice. S/he envisions her/himself playing a leadership role as an agent of change.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Previous experiences (e.g., community service, involvement in professional organizations), leadership roles.					
10. Commitment to teaching. (12k)	There is little or no evidence that the candidate is sincerely dedicated to becoming a teacher.		The candidate appears to be dedicated to becoming a teacher.		The candidate communicates a strong dedication and commitment to becoming a teacher.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Previous experiences (e.g., teaching, tutoring, serving as teacher’s aide, coaching, community service, involvement in professional organizations), leadership roles.					

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11. Personal qualities. (12k)	Candidate appears to lack enthusiasm, motivation, sensitivity, warmth, maturity, and/or determination to pursue his/her goals.		Candidate is enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals.		Candidate is exceptionally enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals. S/he has the qualities of a “mover and shaker.”
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.					

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