

Montclair State University
Student Teaching Scoring Rubric
(8/25/03)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<i>1. Planning for Student Learning</i>					
1.a. <i>Stating clear and meaningful learning goals/objectives (3e, 4)</i>	Lesson plan lacks clear and meaningful learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards.		Lesson plan includes mostly clear and meaningful learning goals/objectives that are appropriate for the students. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.		Lesson plan consistently includes clear and meaningful learning goals/objectives that are appropriate for the students and are appropriately aligned with the NJ Core Curriculum Content Standards. The junior faculty member provides a well thought out explanation of why the identified goal/objectives are appropriate for the students.
1.b. <i>Organizing subject matter for student learning (1a, 1b, 4)</i>	Junior faculty member is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.		Junior faculty member accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.		Junior faculty member accurately explains how the content of the lesson relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an in-depth understanding of the subject matter.

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1.c. <i>Designing creative and appropriate learning activities and materials</i> (1b, 2, 3d, 3e, 3f, 4, 12a, 12b, 12c, 12f, 12g)	Planned activities do not advance the identified learning goals/objectives or fail to take into account students' background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs)) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement.		Planned activities advance most of the identified learning goals/objectives and take into account students' background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.		Planned activities advance all of the identified learning goals/objectives, take into account students' background knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. They consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized and well paced from introductory to closing activities.

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2. Teaching for Student Learning					
2.a. <i>Making content comprehensible to students</i> (1b, 3e, 3f, 4, 12c)	Junior faculty member makes little or no effort to build on students' prior knowledge and experiences in order to make content meaningful to them. He/she does not communicate content clearly. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it.	Junior faculty member makes efforts to activate and build on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions. Generally, the students are engaged with the content of the lesson and appear to understand it.	Junior faculty member makes efforts to activate and build on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of varied strategies such as visual and auditory representations, advanced organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure.		

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2.b. <i>Monitoring student understanding, providing feedback, and adjusting instruction (1b, 3e, 7,12e)</i>	Junior faculty member does not monitor students' understanding of the content throughout the lesson and gives students little or no feedback. He/she gives little or not attention to students with special needs (e.g., students with disabilities and ELLs).		Junior faculty member monitors students' understanding of the content through most of the lesson and gives them feedback. He/she attempts to make instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).		Junior faculty member monitors students' understanding of the content throughout the lesson and gives them substantive and specific feedback . He/she makes appropriate instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).
2.c. <i>Using media and other technology in appropriate ways (1b, 2)</i>	Lesson integrates media and/or other technology in meaningless and inappropriate ways.		Use of media or other technology is not applicable to this lesson, or media and other technology are used in developmentally appropriate ways.		Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways.
2.d. <i>Promoting critical thinking (5, 12h)</i>	Junior faculty member does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so.		Junior faculty member encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.		Critical thinking is integral to the entire lesson. Junior faculty member encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.

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2.e. <i>Using democratic practices (3b,3e, 3f, 6, 8a, 12a, 12b, 12f, 12g)</i>	Junior faculty member does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. He/she makes little or no effort to render content comprehensible to all students and to help each feel valued.		Junior faculty member creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. He/she strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs).		Junior faculty member creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. He/she consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each feel valued.
3. Assessing Student Learning					
3.a. <i>Recording and using assessment results (7, 12e)</i>	Junior faculty member does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning for instructional modification.		Junior faculty member keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she periodically reviews assessment results and generally makes instructional modifications when needed.		Junior faculty member keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she continuously reviews assessment results and consistently makes appropriate instructional modifications when needed.

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4. Creating a Positive Environment for Student Learning					
4.a. <i>Establishing and maintaining appropriate standards of classroom behavior (8b)</i>	Junior faculty member makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Students are not held accountable for their behavior.		Most students appear to understand the standards of classroom behavior. The lesson flows smoothly, or junior faculty member generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior.		Students appear to understand the standards of classroom behavior. The lesson flows smoothly, or junior faculty member responds to disruptive behavior in ways that are consistent and that demonstrate respect for students. Students are held consistently accountable for their behavior.
4.b. <i>Providing a physical environment that is safe and conducive to learning (8c)</i>	Junior faculty member permits the physical environment to be unsafe or to interfere with student learning.		Junior faculty member creates a physical environment that is safe and does not interfere with learning.		Junior faculty member creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students.
4.c. <i>Using instructional time effectively (8d)</i>	During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.		During the observed lesson, noninstructional matters do not consume an excessive amount of time. The lesson is appropriately paced for most of the students.		During the observed lesson, noninstructional matters consume a minimal amount of time. Noninstructional procedures are carried out efficiently. The lesson is appropriately paced for all students.

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5. Professionalism					
5.a. <i>Expressing ideas clearly and personal attributes (11)</i>	Junior faculty member is unable to express ideas and concepts clearly in writing and/or speaking. He/she lacks voice quality and/or personal appearance appropriate to teaching environment.		Junior faculty member expresses ideas and concepts clearly both in writing and speaking. He/she has acceptable voice quality and personal appearance appropriate to teaching environment.		Junior faculty member has exceptional writing and/or speaking abilities . He/she can clearly articulate positions regarding teaching and learning. He/she also has very good voice quality and personal appearance appropriate to teaching environment.
5.b. <i>Communicating with others to support student learning (10)</i>	Junior faculty member communicates rarely if ever with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well-being.		Junior faculty member communicates with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well-being.		Junior faculty member actively seeks out resources and communicates regularly with teachers, administrators, other school personnel, students' families, and community members to support student learning and well-being.
5.c. <i>Reflecting on instructional efforts (9, 12h)</i>	Junior faculty member cannot accurately identify strengths and weaknesses of lesson taught.		Junior faculty member identifies strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future.		Junior faculty member identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future.

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