

**MONTCLAIR STATE UNIVERSITY**  
**CURR 451/CURR 526 Teaching for Learning I**  
**Creating a Community for Learning Report**  
**Assessment Rubric**  
(8-8-2010)

Criteria	Does not meet expectations		Meets Expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. <i>Description of democratic practices in the school and classroom (MSU Standards 6, 12g, 12j)</i>	The report lacks a clear description or data on whether the school/classroom provides space for student participation and voice; the extent to which multiple points of view are encouraged; whether students take responsibility for their own learning; how and if divergent perspectives are encouraged; whether students are given the opportunity to connect the curriculum to their own culture and knowledge.		The report provides a clear description of ways in which students were provided space for participation and voice; the extent to which multiple points of view are encouraged; whether students take responsibility for their own learning; how and if divergent perspectives are encouraged; whether students are given the opportunity to connect the curriculum to their own culture and knowledge. The descriptive information reported may be analyzed, but the analysis could be developed further.		The report provides a <b>clear and detailed</b> description of ways in which students assumed responsibility for themselves and one another, participated in decision making, worked independently and collaboratively, and engaged in purposeful activities. The analysis of the descriptive information reported has <b>depth and breadth</b> . The report also provides a <b>rich and detailed explanation</b> of how the existing system of student responsibility, decision-making, and ways of working was created and sustained.
2. <i>Establishing a community of learning in the classroom (MSU Standards 8a, 8b, 8c, 8d, 12g)</i>	The report does not describe clearly the nature of the classroom or school community; whether students or faculty collaborate; the standards for behavior and their application; the nature of the interactions among students and between students and teachers. There are no supporting details from classroom observations or conversations with school staff and students.		The report provides a clear description of the nature of the classroom and school community; the climate for collaboration between students and faculty; what the standards for behavior are and how they are applied; the nature of the interactions among students, and between students and teachers. There are some supporting details from classroom observations or conversations with school staff and students.		The report provides a clear <b>and detailed</b> description of <b>both</b> the nature of the classroom and school community and provides an <b>in-depth analysis</b> of how such a climate is established and maintained. There are multiple examples from classroom observations or conversations with school staff and students.

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3. <i>Describing instructional strategies used to meet the needs of all learners (MSU Standards 1b, 2, 3b, 3d, 3e, 3f, 4, 5, 7, 8d, 12a, 12c, 12d, 12e, 12f)</i>	The report lacks a clear description of the lesson structures; how the teacher organizes instructional time; whether and how the teacher makes adjustments to accommodate individual students' needs. There are no supporting details from classroom observations or classroom documents.		The report provides a clear description of the lesson structures; how the teacher organizes instructional time; whether and how the teacher makes adjustments to accommodate individual students' needs. There are some supporting details from classroom observations or classroom documents.		The report provides a clear <b>and detailed</b> description of lesson structures. It discusses <b>how</b> and the extent to which this environment is safe and conducive to learning. It also gives <b>an in-depth explanation</b> of how the teacher created such an environment with multiple examples from classroom observations.
4. <i>Describing the expectations for student achievement, how they are established and supported by the teacher (MSU Standards 3b, 3c, 4, 8c, 12a, 12b, 12c, 12d, 12e, 12h)</i>	The report lacks a description of the standards for achievement; whether students understand the standards; what supports are provided for students both in and out of class to succeed; whether there are high expectations for all students. There are no examples included in the paper.		The report provides a clear description of the standards for achievement; whether students understand the standards; what supports are provided for students both in and out of class to succeed; whether there are high expectations for all students. There are some examples included in the paper.		The report provides a clear <b>and detailed</b> description of the standards for achievement; whether students understand the standards; what supports are provided for students both in and out of class to succeed; whether there are high expectations for all students. It demonstrates an <b>in-depth</b> understanding of the connection between and among expectations, supports, and achievement.
5. <i>Grounding the interpretations and analyses in data (MSU Standards 9, 11)</i>	The report makes unsubstantiated claims and/ or the interpretations are not connected to the data provided. There are inconsistencies between the data and the conclusions.		The analyses and interpretations contained in the report are supported by data. The data are detailed in the report. Some data are not accounted for in the interpretations or conclusions.		The report makes full use of the data and makes clear and detailed connections between the data and the interpretations. The data are all accounted for by the interpretations and conclusions and any inconsistencies are noted and speculations are made about them.

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	(1)	(2)	(3)	(4)	(5)
6. <i>Integrating the themes into a coherent essay</i> (MSU Standards 9, 11)	The report addresses each question or theme separately. There is no attempt to make connections between and among the parts.		The report integrates most of the themes and questions into a coherent whole. It establishes an overarching perspective and relates the each component to it.		The report provides an overarching theme that integrates all of the data and analyses into a coherent picture of the classroom and its relationship to the school.