

*Elementary Education*  
**LESSON SERIES SCORING GUIDE**  
**TEACHER EDUCATION PROGRAM - HANOVER COLLEGE**  
 August 2010

*Part I: Developing the lesson (50 points)*  
*summer 2010*  
**I. Competence: Knowledge (INTASC Principle 1,7)**

Criteria	Level 1: C	Level 2: grade B	Level 3: Benchmark for A- grade	Comments: Above and Beyond
Knowledge of Discipline Updated 9/06	* Identifies major concepts, conceptual frameworks that are central to the discipline	* Explains major concepts, conceptual frameworks that are central to the discipline	* Clearly explains (in paragraph form or concept map) content to be presented in lesson, defining key concepts and how they are connected. (ACEI 2.1-2.4)  * Identifies common student misconceptions as well as actual misconceptions of your current students. (ACEI 2.1-2.4)  * All three dimensions of science are present in objectives and lesson content (content, process and nature of science) (ACEI 2.2)  * problem-based math effectively used to teach concept	
Teaching of the Discipline Updated 9/06	* Shows little understanding of interdisciplinary learning experiences * Sets objectives limited to basic recall of facts of the discipline * Creates few if any hands-on activities for students	* Develops some interdisciplinary learning experiences for students * Sets objectives for comprehension of concepts * Creates varied activities for students	* Creates interdisciplinary learning experiences that allow students to integrate knowledge and skills (ACEI 3.1) * Sets objectives for application of concepts in the discipline (ACEI 3.1) * Creates opportunities for inquiry/ problem-based learning) within the discipline for students (ACEI 2.2, 3.1) * Identified type of inquiry according to inquiry continuum (Science only) (ACEI 2.2)	

					*5E lesson plan format used effectively (ACEI 3.1)	
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**I. Competence: Planning (INTASC Principle 1,2,7,8)**

Criteria	Level 1	Level 2-B	Level 3-A-	Comments- Above and Beyond
Based on Student	* Plans instruction that is occasionally developmentally inappropriate	* Plans developmentally appropriate activities	*Plans developmentally appropriate activities and documents how incorporated or built upon students' prior knowledge and experience (ACEI 1.0, 3.1)	
Based on Assessment	* Not likely to use assessments as part of planning	* Uses assessments as part of planning	*Uses and documents informal and formal assessments (pretests, classroom observations, and discussions with mentor teacher) in planning lesson series (ACEI 3.1, 4.0, 5.1)	
Based on Discipline	*Chooses and implements activities with little or no connection to the objectives of the lesson series.	*Chooses and implements activities that allow students to make some connections to the objectives of the lesson series.	*Lists subject specific behavioral/performance objectives developed for each lesson related to student standards (ACEI 3.1, 4.0)	

\*Lesson behavioral/performance objectives are written correctly (ACEI 3.1, 4.0)

\*Aligns standards, behavioral objectives, instruction, and assessment. (ACEI 3.1, 4.0)

**I. Competence: Organizing for Teaching (INTASC Principle 5 & 6)**

Criteria	Level 1- C	Level 2- B	Level 3- A-	Above and Beyond
<p>Motivation and Instructional Groups</p>	<p>* Demonstrates limited understanding of group functions, individual influence, intrinsic motivation, and self motivation</p> <p>* Allows no meaningful student choice.</p>	<p>* Engages in primarily whole group instruction with some student choice.</p>	<p>* Incorporates cooperative groups that develop shared values and responsibility for positive climate/productive work (ACEI 3.4, 3.5)</p> <p>* shares with students expectations for group work (ACEI 3.4, 3.5)</p> <p>*describes how groups are determined (ACEI 3.4, 3.5)</p> <p>*Allows for student choice (ACEI 3.4, 3.5)</p>	
<p>Use of Time and Space</p>	<p>*No attention to intentionally organizing time, space, activity and attention.</p>	<p>Adequate attention to organizing time, space, activity and attention to engage most students</p>	<p>*Successfully organizes time, space, activity and attention to engage all students fully in varied participation (ACEI 3.1)</p> <p>*Lists expected time blocks for specific activities</p>	
<p>Communication</p>	<p>* Uses verbal and nonverbal strategies to communicate</p> <p>* Uses little technology and/or uses inappropriately</p>	<p>* Uses some verbal and nonverbal strategies</p> <p>* Uses some technology but it does not contribute to teaching and learning</p>	<p>*Uses a variety of verbal and nonverbal teaching strategies (ACEI 3.5)</p> <p>* Integrates appropriate technology that makes a contribution to teaching and learning (ACEI 3.5)</p>	

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**I. Competence: Critical Thinking (INTASC Principle 4, 6 & 8)**

Criteria	Level 1- C	Level 2- B	Level 3- A-	Above and Beyond-A
Type of Thinking	* Lists various kinds of instructional strategies	* Uses a variety of instructional strategies	*Uses a variety of instructional strategies which promote higher level thinking and problem solving (ACEI 3.3)  *documents HOT question prompts in lessons (ACEI 3.3)	
Diverse Perspectives	* Encourages critical thinking though thinking is limited to single perspective	* Encourages critical thinking by presenting diverse perspectives and representations of concepts	* Encourages critical thinking and problem solving by presenting diverse perspectives and representations (ACEI 3.3)  *Utilizes books, pictures or other resources illustrating cultural diversity (social studies and language arts) (ACEI 2.4, 3.3)	
Role of Teacher/ Role of Student	* Conducts teacher-directed lessons	* Conducts mostly teacher-directed lessons with some role variation	*Identifies the various roles of the teacher to include instructor, coach, audience member, participant, etc. (audience member) (coach) (ACEI 3.4)	

				*identifies when various role is implemented in lesson plan or analysis (ACEI 3.4)	
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**II. Cultural Responsiveness (INTASC Principle 3)**

Criteria	Level 1- C	Level 2-B	Level 3- A- Benchmark	Above and Beyond- A
Individual Differences	Attempts to identify individual differences in the classroom: *academic *multiple learning styles *cultural *gender	Identifies and considers individual differences in the classroom: *academic *multiple learning styles *cultural *gender	Identifies, plans and documents for individual differences in the classroom: (ACEI 3.2) *academic *multiple learning styles	

				*gender	

**Part II: Analysis of Learning and Teaching-Being Critically Reflective (INTASC 8 and 9) (75 points)**

Criteria	Level 1: C	Level 2: B	Level 3: Benchmark for A- work	Above and Beyond: A
Analysis of Learning Update 9/06	<p>*Assessments are used primarily for assessing student work</p> <p>* Limited use of resources other than classroom assessment in order to understand learner needs and behavior</p> <p>*Little evidence that student work is evaluated or graded accurately or systematically</p>	<p>*Both informal and formal assessments are used to assess student work; analysis includes student strengths and weaknesses</p> <p>* Describes some resources other than classroom assessment that could be used to understand learner needs and behavior</p> <p>* Has criteria for assignments and assessment tasks</p> <p>* tasks are evaluated and graded</p>	<p>*Uses varied assessments to assess learning and modify instruction or learning goals (present or future) (ACEI 4.0)</p> <p>*Uses multiple sources of information in order to compile a complete picture of what each student has learned. (ACEI 4.0)</p> <p>Specifically describes individual and group learning. What did the students learn and how do you know. (ACEI 4.0)</p> <p>Describes the next steps using the circular model of instruction. (ACEI 3.1, 4.0)</p>	

<p>Analysis of Assessment Update 9/06</p>	<p>*Little or no discussion related to measurement issues</p>	<p>*Some discussion or analysis related to measurement issues</p>	<p>*Assessments are evaluated with an understanding of validity, reliability, and bias and explicit use of the terms (ACEI 3.1, 4.0)</p> <p>Assessments measure behavioral objectives for the lesson. (ACEI 3.1, 4.0)</p> <p>Material assessed is covered adequately in the lesson. (ACEI 3.1, 4.0)</p> <p>Assessments are frequent and used effectively throughout lesson series. (ACEI 3.1, 4.0)</p> <p>Assessments encourage HOTS thinking.(ACEI 3.3)</p> <p>Teacher communicates criteria for assignments and assessments. (ACEI 3.5, 4.0)</p> <p>Tasks are accurately and fairly evaluated and graded (ACEI 4.0)</p>	
<p>Analysis of Teaching</p>	<p>* Analyzes his/her teaching and learning in a minimal or inaccurate manner          * Little attempt to use problem-solving strategies to improve teaching practice and student learning          * No record of direct or indirect relationships</p>	<p>* Analyzes his/her teaching and learning primarily based on self          * Uses problem-solving strategies to improve teaching practice and student learning.          *Suggests possible direct and/or indirect relationship between teaching decisions and student learning</p>	<p>* Identifies and describes the direct and/or indirect relationships between teaching decisions, planning, instruction and student learning. (ACEI 3.1, 4.0)</p> <p>* Conducts continuous analysis and reflection on his/her teaching practices; makes timely adjustments. (ACEI 5.1)</p> <p>*uses and documents in detail feedback from</p>	



	<p>between teaching decisions and student learning</p> <p>* Limited evidence of supervisor or mentor teacher feedback in revised practice</p>	<p>* Accepts feedback from supervisors and mentor teachers</p>	<p>supervisors and mentor teachers and how this feedback was incorporated into teaching. (ACEI 5.1)</p>	
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# Elementary Education

## EDU 340 Literacy Case Study Scoring Rubric/Guidelines (100 pts)

Criteria for an A In this assignment, the student excel in the following areas ...	B	C or lower
Assessed all aspects of reading *Phonemic awareness *Phonics *Fluency *Reading Comprehension *vocabulary	One of the aspects missing or incomplete	Two or more of the aspects missing or incomplete
Assessed all aspects of literacy *listening *speaking *writing	One of the aspects missing or incomplete	Two or more of the aspects missing or incomplete
Documented evidence of child's literacy development	Missing data from one key assessment	Multiple sets of data missing
Effectively used variety of appropriate diagnostic assessments	Needed at least one more assessment to support ideas	Multiple assessments missing
Evidence of critically thinking and analyzing data collected	Some areas not well developed	Superficial thinking about data
Detailed Intervention strategies based on evidence and encourage critical thinking	Intervention does not encouraged critical thinking or ZPD (Vygotsky)	Intervention not based on evidence or does not encourage critical thinking
Thorough detailed plans provided for interventions	Missing details on interventions	Missing numerous details and handouts for interventions
Theory Documented to support ideas from variety of sources (assigned readings, class discussions, textbook, naeyc /ira resources)	Limited use of citations	Very few citations used in document
Interventions Developmentally appropriate according to norms established for group	No reference to norms of group	Multiple Interventions not developmentally appropriate
Easily read with no grammatical/writing errors	Few errors	Numerous errors

Comments: