

Growth Capstone – DTGSS – Rubric

University of Delaware English Education Program

	Level 1	Level 2	Level 3	Level 4
<p>Learning Environment</p> <p>Indicator 1.1</p> <p>Structures for Learning</p>	<p>Routines, procedures, and behavior expectations</p> <ul style="list-style-type: none"> • are not taught • are not clearly communicated, causing loss of instructional time <p>Student behavior</p> <ul style="list-style-type: none"> • detracts from others’ learning • is not addressed 	<p>Routines, procedures, and behavior expectations</p> <ul style="list-style-type: none"> • are clearly communicated but are not taught to mastery • do not match to students’ needs • require prompts that cause loss of instructional time <p>Student behavior</p> <ul style="list-style-type: none"> • interrupts the lesson • is addressed and improved 	<p>Routines, procedures, and behavior expectations</p> <ul style="list-style-type: none"> • are clearly communicated and taught to mastery, maximizing instructional time • are matched to student needs <p>Student behavior</p> <ul style="list-style-type: none"> • is appropriate, or • when inappropriate, is addressed effectively and does not detract from the lesson 	<p>AND</p> <ul style="list-style-type: none"> • Students take initiative to manage classroom procedures and their own behavior. • Students prompt others to follow classroom procedures, routines, and expectations.
<p>Learning Environment</p> <p>Indicator 1.2</p> <p>Positive Classroom Climate</p>	<p>Classroom interactions:</p> <ul style="list-style-type: none"> • are not respectful • students do not listen attentively, and teacher does not refocus students’ attention <p>When working together, students:</p> <ul style="list-style-type: none"> • do not share work responsibility <p>Students:</p> <ul style="list-style-type: none"> • do not persevere • are not motivated to complete quality work • are not prompted or encouraged 	<p>Classroom interactions:</p> <ul style="list-style-type: none"> • teacher to student interactions are respectful • student to student interactions are not respectful unless prompted by the teacher • students listen attentively to teacher but not to peers • prompting is not effective <p>When working together, students:</p> <ul style="list-style-type: none"> • share work responsibility • do not offer support to one another <p>Students:</p> <ul style="list-style-type: none"> • are prompted to persevere 	<p>Classroom interactions:</p> <ul style="list-style-type: none"> • teacher to student interactions are respectful • student to student interactions are respectful • students listen attentively to teacher and peers <p>When working together, students:</p> <ul style="list-style-type: none"> • share work responsibility • offer and receive support from one another <p>Students:</p> <ul style="list-style-type: none"> • Persevere • Complete quality work • Require minimal to no prompting 	<p>AND</p> <ul style="list-style-type: none"> • Students independently use problem solving and conflict resolution skills during cooperative learning opportunities. • Students encourage others to persevere.

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Learning Environment	High expectations for learning and achievement for all students are not communicated, demonstrated/modeled.	High expectations for learning and achievement for all students are communicated, demonstrated/modeled but with limited impact on students.	High expectations for learning and achievement for all students are communicated, demonstrated/modeled.	AND Students take initiative to share their interests and perspectives.
Indicator 1.3				
Equitable Access	<p>Students:</p> <ul style="list-style-type: none"> do not have access to a variety of tools and/or materials to meet their needs and do not have support for learning are not provided equitable* opportunities to respond and participate and do not engage do not share their interests and/or perspectives and do not accept others' interests and perspectives as worthy do not share their interests and/or perspectives nor build relationships and connect to their academic work <p>Differences related to background, identity, language, strengths, and challenges are not respected and affirmed.</p>	<p>Students:</p> <ul style="list-style-type: none"> have access to a variety of tools and/or materials to meet their needs but are not encouraged to use them to support learning are provided equitable* opportunities to respond and participate but are not encouraged to engage are not encouraged to share their interests and/or perspectives and to accept others' interests and perspectives as worthy are not encouraged to share their interests and/or perspectives to build relationships and connect to their academic work <p>Differences related to background, identity, language, strengths, and challenges are addressed inconsistently.</p>	<p>Students:</p> <ul style="list-style-type: none"> are provided a variety of tools and/or materials to meet their needs and encouraged to use them to support learning are provided equitable* opportunities to respond and participate and encouraged to engage are encouraged to share their interests and/or perspectives and to accept others' interests and perspectives as worthy are encouraged to share their interests and/or perspectives to build relationships and connect to their academic work <p>Differences related to background, identity, language, strengths, and challenges are respected and affirmed.</p>	

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Engagement in Learning Indicator 2.1 Objectives for Learning	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> • not aligned to grade level or proficiency standard(s) • not written in student friendly language that state what the students should know and be able to do • not clearly communicated and accessible to students • not revisited throughout the lesson <p>Students do not know what they are learning or why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> • is not communicated nor explained to students prior to beginning an assignment 	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> • aligned to grade level or proficiency standard(s) • not written in student friendly language that state what the students should know and be able to do • accessible but not clearly communicated to students • not revisited throughout the lesson <p>Students are able to read or describe what they are learning but not why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> • is not aligned to the objective • is communicated but not explained to students prior to beginning an assignment 	<p>Lesson objectives are:</p> <ul style="list-style-type: none"> • aligned to grade level or proficiency standard(s) • written in student friendly language that state what the students should know and be able to do • clearly communicated and accessible to students • revisited throughout the lesson <p>Students are able to articulate what they are learning and why it is important for them to know.</p> <p>Criteria for success:</p> <ul style="list-style-type: none"> • is aligned to the objective • is communicated and explained to students prior to beginning an assignment 	AND Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.

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Engagement in Learning Indicator 2.2 Presentation of Information	Learning experiences: <ul style="list-style-type: none"> • are activities not logically** aligned to the objective • are primarily teacher led • are not coherently sequenced according to major concepts required to master the objective • pacing does not provide adequate processing time • include content input but do not include opportunities for students to process • do not include an activator or preassessment of students' prior knowledge • do not include a way for students to summarize their learning Explanatory Devices*: <ul style="list-style-type: none"> • do not support achievement 	Learning experiences: <ul style="list-style-type: none"> • are logically** aligned to the objective • are primarily teacher led • are coherently sequenced but pacing does not provide adequate processing time • are inconsistent when balancing content input and opportunities for students to process • include an activator that does not align with the objective • are not based on data gathered through an activator or pre-assessment • do not address prior misconceptions • include a closing activity but the activity does not provide data that assesses student mastery of the objective Explanatory Devices*: <ul style="list-style-type: none"> • are not matched to the objective or the learners 	Learning experiences: <ul style="list-style-type: none"> • are logically** aligned to the objective • are both teacher and student led/directed • are coherently sequenced and paced according to major concepts required to master the objective with adequate processing time • include a balance of content input and opportunities for students to process • are based on an activator or assessment of prior knowledge and anticipation of misconceptions • include a strategy for students to summarize their learning Explanatory Devices*: <ul style="list-style-type: none"> • are varied and well-chosen to match the needs of the learners • support student achievement of the objective 	AND Learning experiences: <ul style="list-style-type: none"> • Students are provided opportunities to progress at different learning rates. • Students who finish early are engaged in meaningful learning opportunities. • Students are provided choice in the materials they can use and in grouping arrangements.

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<p>Engagement in Learning</p> <p>Indicator 2.3</p> <p>Checks for Understanding and Feedback</p>	<p>Checks for understanding:</p> <ul style="list-style-type: none"> do not occur during the lesson to assess students' progress towards the objective(s) <p>Opportunities for students to demonstrate their learning</p> <ul style="list-style-type: none"> students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed. <p>Student self-assessment</p> <ul style="list-style-type: none"> students are not taught or expected to self-assess their work in relation to established criteria for success <p>Feedback to students is:</p> <ul style="list-style-type: none"> not specific or timely 	<p>Checks for understanding:</p> <ul style="list-style-type: none"> occur during the lesson but the data is not used to adjust instruction data is gathered from some but not all students <p>Opportunities for students to demonstrate their learning</p> <ul style="list-style-type: none"> students are given only a single opportunity to demonstrate their learning students are provided an opportunity to redo or be reassessed without an opportunity to relearn <p>Student self-assessment</p> <ul style="list-style-type: none"> students are not taught or expected to self-assess their work in relation to established criteria for success <p>Feedback to students is:</p> <ul style="list-style-type: none"> timely related to established criteria for success not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance 	<p>Checks for understanding:</p> <ul style="list-style-type: none"> occur frequently and at critical moments throughout the lesson assess student progress towards the objective data is gathered from all students data is used to adjust instruction <p>Opportunities for students to demonstrate their learning</p> <ul style="list-style-type: none"> students are given multiple opportunities and options to demonstrate their learning, reteaching is provided for students who need it students are given opportunities to redo and to be reassessed on assignments/tasks <p>Student self-assessment</p> <ul style="list-style-type: none"> students are taught and expected to self-assess their work in relation to established criteria for success <p>Feedback to students is:</p> <ul style="list-style-type: none"> timely frequent specifically related to established criteria for success matched to student/s accompanied by a clear expectation that the student will use the feedback to revise or improve performance 	<p>Student self-assessment:</p> <ul style="list-style-type: none"> Students are expected to independently self-assess and determine the steps needed to improve. <p>Feedback</p> <ul style="list-style-type: none"> Students are taught - and receive guided practice on – how to provide academically focused feedback to each other.

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<p>Maximizing Learning</p> <p>Indicator 3.1</p> <p>Rigorous assignments</p>	<p>Assignments are:</p> <ul style="list-style-type: none"> • not aligned to the standards & lesson’s objective, not matched to students or content, and therefore are not cognitively challenging • not relevant to the learner and do not require application of knowledge for real purposes • not differentiated to meet students’ needs <p>Assignments do not require application of content through:</p> <ul style="list-style-type: none"> • generating examples • reviewing material • leading discussions • critically analyzing information • solving problems 	<p>Assignments are:</p> <ul style="list-style-type: none"> • aligned to the standards & lesson’s objective, not matched to students or content, and therefore are not cognitively challenging • relevant to the learner or require application of knowledge for real purposes • differentiated to meet groups of students’ needs <p>Assignments provide opportunities to apply content by:</p> <ul style="list-style-type: none"> • generating examples • reviewing material • leading discussions • critically analyzing information • solving problems <p>...but many students do not engage in those opportunities.</p>	<p>Assignments are:</p> <ul style="list-style-type: none"> • aligned to the standards & lesson’s objective, matched to students and content, and therefore are cognitively challenging • relevant to the learner and require application of knowledge for real purposes • differentiated to meet individual students’ needs <p>Assignments provide opportunities to apply content by:</p> <ul style="list-style-type: none"> • generating examples • reviewing material • leading discussions • critically analyzing information • solving problems <p>...and students engage in those opportunities.</p>	<p>AND</p> <ul style="list-style-type: none"> • Assignments provide students the opportunity to: self-evaluate, reflect and share their problem-solving strategies and/or new ideas. • Students can self-select from options in assignments. • Students can apply content by developing possible solutions addressing local or global issues, and/or develop creative approaches.

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<p>Maximizing Learning</p> <p>Indicator 3.2</p> <p>Questioning and Discussion</p>	<p>Questions</p> <ul style="list-style-type: none"> • are not aligned to the objective • do not follow a continuum from simple to more complex and/or concrete to abstract • are not accompanied by wait time, prompts and/or scaffolds to help students answer questions <p>Students are not expected to support response with evidence and/or explanations.</p> <p>Class discussions are not evident:</p> <ul style="list-style-type: none"> • primarily teacher talk • students do not ask or pose their own questions • no structures are in place that promote engagement in class discussions 	<p>Questions</p> <ul style="list-style-type: none"> • are aligned to the objective • do not follow a continuum from simple to more complex and/or concrete to abstract • are accompanied by wait time but no prompts and/or scaffolds when needed to help students answer questions <p>Students are prompted to respond to questions using evidence and/or explanations when appropriate.</p> <p>Class discussions are:</p> <ul style="list-style-type: none"> • primarily between teacher and students but do not include all students • primarily among students, but the discussion is low level • few structures are in place that promote engagement by all students 	<p>Questions</p> <ul style="list-style-type: none"> • are aligned to the objective • follow a continuum from simple to more complex and/or concrete to abstract • are accompanied by wait time, prompts, and/or scaffolds to help students answer questions <p>Students are expected to respond to questions using evidence and/or explanations when appropriate.</p> <p>Class discussions are robust:</p> <ul style="list-style-type: none"> • primarily with student talk • students asking questions of teacher and peers to expand on thinking • structures are in place that promote engagement by all students 	<p>AND</p> <ul style="list-style-type: none"> • Students engage in accountable talk*** to challenge thinking, push for evidence, and/or refine assignments. • Students initiate class discussions and peer collaboration. • Students engage in productive academic discussions where they challenge one another’s thinking. • Students encourage one another for evidence.

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<p>Maximizing Learning</p> <p>Indicator 3.3</p> <p>Academic Language and Vocabulary</p>	<p>Academic Language & Vocabulary is:</p> <ul style="list-style-type: none"> • Not used or used incorrectly • Not explicitly taught or not expected to be used/known by students <p>Few to no opportunities are provided for students to use academic language & vocabulary.</p> <p>Students are not prompted to use academic language or vocabulary and/or not corrected when academic language and vocabulary is misused.</p>	<p>Academic Language & Vocabulary is:</p> <ul style="list-style-type: none"> • modeled inaccurately or used appropriately but errors are self-corrected • not explicitly taught but students are expected to know <p>Opportunities to use academic language & vocabulary are not authentic and rigorous.</p> <p>Students are prompted to use academic language and vocabulary and are corrected when it is misused.</p>	<p>Academic Language & Vocabulary is:</p> <ul style="list-style-type: none"> • modeled accurately and appropriately • explicitly taught • expected to be used/known by students <p>Opportunities to use academic language & vocabulary are authentic and rigorous.</p> <p>Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting.</p>	<p>AND</p> <ul style="list-style-type: none"> • Students take responsibility to help others understand academic language and vocabulary. • Students prompt others to use academic language and vocabulary. • Students correct peers when academic language and vocabulary is misused.

*Explanatory devices are defined as analogies, metaphors, gestures, demonstrations, modeling, think-aloud, physical models, visual representations, graphic organizers, interactive whiteboards, mental imagery, presentation software, minimal and progressive cueing, simulations, educational games, and role plays.

**Logically aligned means to consider the knowledge and activities necessary to accomplish the objective, a progression in level of difficulty (Bloom’s Taxonomy), and the gradual release of responsibility to enable students to transfer, retain, and independently apply their learning.

***Accountable talk requires students to further develop what others have said and demands students to use accurate knowledge that is relevant to the discussion and requires students to use appropriate evidence to defend such knowledge.

SECONDARY ENGLISH ADDENDUM

As an effective educator, the teacher candidate:	Level 1	Level 2	Level 3	Level 4
<p>Communicates with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback). <i>(2.1, 2.3, and 3.1 may relate and can be drawn on)</i> (NCTE 4.3)</p>	<p>Candidate does not communicate with learners about their performance in ways that actively involve them in their own learning.</p>	<p>Candidate communicates with learners about their performance in ELA to a limited extent that only minimally involves them in their own learning.</p>	<p>Candidate communicates with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).</p>	<p>Candidate communicates with learners about their performance in ELA in multiple, varied, and creative ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback), including thoughtful goal-setting, self-evaluations, and/or other metacognitive strategies.</p>
<p>Applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. (NCTE 5.3)</p>	<p>Candidate does not apply or demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.</p>	<p>Candidate seeks to apply and demonstrate knowledge in collaboration with only some of the following: learners, families, colleagues, and ELA-related learning communities; efforts may be weak, limited, or unsuccessful.</p>	<p>Candidate applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.</p>	<p>Candidate applies and demonstrates knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities in creative, thorough ways.</p>
<p>Demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA. (NCTE 5.4)</p>	<p>Candidate does not demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, or ELA.</p>	<p>Candidate demonstrates readiness for only some of the following: leadership, professional learning, and advocacy for learners, themselves, and ELA.</p>	<p>Candidate demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.</p>	<p>Candidate demonstrates readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA; candidate has already demonstrated leadership, professional learning, and advocacy during the student teaching experience.</p>