

Evidence 3 Rubric

Student Name _____ Semester _____ Course _____ Overall Unit Evaluation: met not met

Note: In order to receive an **overall unit evaluation** of ‘MET’ all individual indicators **must be demonstrated at a level ‘3’ or ‘4.’** A score of ‘3’ or ‘4’ on a 1st draft means no revision is required; a score of ‘1’ or ‘2’ on any indicator at any time means that revision will be required in order for the candidate to successfully ‘pass’ the unit.

	Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	1 st Draft	Revision
1a.2	Identifies the types of data that are commonly available to and used in schools.	AND Uses data to identify the skills and abilities of students.	AND Draws on appropriate data to develop classroom and instructional plans.	AND Consistently uses data in all aspects of the decision-making process	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
2b.3	Identifies categories of diversity	AND Acknowledges the influence of all aspects of diversity on students’ development and attitudes.	AND Understands the influence of diversity and plans instruction accordingly.	AND Builds on diversity as an asset in the classroom.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
2d.1	Recognizes that students have individual learning needs.	AND Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	AND Cooperates with specialists and uses resources to support the special learning needs of all students.	AND Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3a.1	Demonstrates awareness of the <i>North Carolina Standard Course of Study</i> .	AND Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans.	AND Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i> .	AND Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3c.1	Recognizes the importance of interdisciplinary learning.	AND Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i> .	AND Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.	AND Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Effectively and broadly relates content to other disciplines.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3c.2	Understands the importance of global awareness for students.	AND Displays global awareness.	AND Relates global awareness to the subject.	AND Integrates global awareness activities throughout lesson plans and classroom instructional practices.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3d.1	Identifies 21 st century skills and content as specified in the <i>Framework for 21st Century Learning</i> and <i>Critical Elements for 21st Century Skills</i> .	AND Demonstrates understanding of 21 st century skills and content as specified in the <i>Framework for 21st Century Learning</i> and <i>Critical Elements for 21st Century Skills</i> .	AND Integrates 21st century skills and content in instruction.	AND Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

	Emergent Candidate (1)	Developing Candidate (2)		Proficient Candidate (3)		Accomplished Candidate (4)		1 st Draft	Revision
4a.1	Understands the developmental levels of students.	AND	Demonstrates awareness of the influence of developmental levels on students' learning.	AND	Identifies developmental levels of individual students and plans instruction accordingly.	AND	Appropriately differentiates instruction.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4a.2	Uses limited resources		Uses a variety of resources but chooses them without regard to students' strengths and weaknesses		Assesses and uses resources needed to address strengths and weaknesses of students.		Consistently assesses and uses resources needed to address strengths and weaknesses of students	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4b.1	Recognizes data sources important to planning instruction.	AND	Uses a variety of data for short- and long-range planning of instruction.	AND	Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4c.1	Understands a range of methods and materials that can be applied in the classroom.	AND	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND	Uses a variety of appropriate methods and materials to meet the needs of all students.	AND	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4d.1	Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4e.1	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4f.1	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND	Encourages students to create and manage learning teams.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
5c.1	Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Demonstrates knowledge of current research-verified approaches to teaching and learning.	AND	Uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1