

ELEMENTARY LITERACY SCORING RUBRICS AND SCORING SUMMARY FORM

Circle the score given for each rubric.

PLANNING*Review these Task 1 & 2 sources for evidence to support score:**Task 1 Context Form**Context Commentary**Task 2 Lesson Plans**Instructional Materials**Planning Commentary*

EL1 Establishing a balanced instructional focus	1	2	3	4
EL2 Making content accessible	1	2	3	4
EL3 Designing assessments	1	2	3	4

INSTRUCTION*Review these Task 3 sources for evidence to support score:**Video Clip(s)**Lesson Plan**Instruction Commentary**(and consider previously reviewed Task 1 & 2 sources)*

EL4 Engaging students in learning	1	2	3	4
EL5 Monitoring student learning during instruction	1	2	3	4

ASSESSMENT*Review these Task 4 sources for evidence to support score:**Evaluative Criteria or Rubric**Student Work Samples**Assessment Commentary**(and consider previously reviewed Task 1, 2, & 3 sources)*

EL6 Analyzing student work from an assessment	1	2	3	4
EL7 Using assessment to inform teaching	1	2	3	4
EL8 Using feedback to promote student learning	1	2	3	4

REFLECTION*Review these Task 5 sources for evidence to support score:**Daily Reflections**Reflective Commentary**(and consider previously reviewed Task 1, 2, 3, & 4 sources)*

EL9 Monitoring student progress	1	2	3	4
EL10 Reflecting on learning	1	2	3	4

ACADEMIC LANGUAGE*Consider evidence from all Teaching Event tasks to support score.*

EL11 Understanding language demands	1	2	3	4
EL12 Supporting academic language development	1	2	3	4

Candidate ID: _____

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Scorer ID: _____

October 23, 2008

ASSESSMENT		ANALYZING STUDENT WORK FROM AN ASSESSMENT	
EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none">• The criteria/rubric and analysis have little connection with the identified literacy standards/objectives. OR <ul style="list-style-type: none">• Student work samples do not support the conclusions in the analysis.	<ul style="list-style-type: none">• The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified literacy standards/objectives.• The analysis of whole class performance describes some differences in levels of student learning for the content assessed.	<ul style="list-style-type: none">• The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to literacy standards/objectives.• Specific patterns are identified for individuals or subgroup(s) in addition to the whole class.	All components of Level 3 plus: <ul style="list-style-type: none">• The criteria/rubric and analysis focus on partial understandings as well.• The analysis is clear and detailed.

Key evidence that supports the assigned score:

Score: _____

Candidate ID: _____

Scorer ID: _____

ASSESSMENT		USING ASSESSMENT TO INFORM TEACHING	
EL7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none">Next steps are vaguely related to or not aligned with the identified student needs. <p>OR</p> <ul style="list-style-type: none">Next steps are not described in sufficient detail to understand them. <p>OR</p> <ul style="list-style-type: none">Next steps are based on inaccurate conclusions about student learning from the assessment analysis.	<ul style="list-style-type: none">Next steps focus on improving student performance through general support that addresses some identified student needs.Next steps are based on accurate conclusions about student performance on the assessment and are described in sufficient detail to understand them.	<ul style="list-style-type: none">Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified-needs.Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them.	All components of Level 3 plus: <ul style="list-style-type: none">Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

Key evidence that supports the assigned score:

Score: _____

Candidate ID: _____

Scorer ID: _____

ASSESSMENT EL8: What is the quality of feedback to students? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Feedback is general and provides little guidance for improvement related to learning objectives. OR The feedback contains significant inaccuracies. 	<ul style="list-style-type: none"> The feedback identifies what was done well and areas for improvement related to specific learning objectives. 	<ul style="list-style-type: none"> Specific feedback helps the student understand what s/he has done well, and gives suggestions to guide improvement. 	<ul style="list-style-type: none"> Specific comments are supportive and prompt analysis by the student of his/her own performance. The feedback shows strong understanding of students as individuals in reference to the content and language objectives they are trying to meet.

Key evidence that supports the assigned score:

Score: _____

Candidate ID: _____

Scorer ID: _____