***Multiple Subject* - Science Competency Rubric**

Teacher Candidate:                          University Supervisor/CT:                                            Date:

[ ] Clinical Practice Phase I             [ ] Clinical Practice Phase II

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| --- | --- | --- | --- | --- | --- | --- |
| *Elements* | *Candidate Proficiency* | *I* | *II* | *III* | *IV* | *Not Yet Observed/Comments* |
| *1. Standards* | Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science, balancing the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  | Initial:       Date:       |
| *2. Teaching**Methods* | Explains, demonstrates, and provides class activities that serve to illustrate science concepts and principles, scientific investigation, experimentation, and emphasizes the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  | Initial:       Date:       |
| *3. Mathematical Concepts* | Integrates mathematical concepts and practices into science instruction, including the importance of accuracy, precision, estimation of data, and literacy. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  | Initial:       Date:       |
| *4. Literacy* | Teaches students to independently read and comprehend instructional materials that include increasingly complex subject, relevant texts, and graphic/media representations presented in diverse formats and ensures that students, at various English proficiency levels, have the academic language needed to meaningfully engage in the content. Engages students in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  | Initial:       Date:       |
| *5. Technology* | Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  | Initial:       Date:      |

**This Teacher Candidate has completed all competencies for Science.**

[ ] **University Supervisor or** [ ] **Mentor teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**