POINT LOMA
NAZARENE UNIVERSITY

Midterm Assessment Evaluation Rubric

Course #:	Semester: ☐ FA ☐ SP ☐ SU	Year:	Was this lesson co-taught? ☐ Yes ☐ No

Teacher Candidate:	Cooperating Teacher:
University Supervisor:	School:
Grade Level/Subject:	Date Completed:
Assessment Completed By: ☐ University Supervisor ☐ Cooperating Teacher Signature:	

Directions:
1. Review each Candidate Proficiency.
2. Based on a review of the provided formal lesson plan and lesson delivery, mark the box in the column that best describes the candidate's current level of proficiency.
3. Based on an analysis of all sources of assessment, jointly establish a few focus areas (goals) for professional development. Use the Clinical Practice Rubric as a guide to create these goals.

Teacher Performance Expectations:
- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environmentsfor Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

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Planning Instruction and Designing Learning Experiences for All Students

The Teacher Candidate learns about their students and uses this information to plan instruction and assessment, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Academic Goals and State Adopted Content Standards *(TPE 3 and 4)*	Establishing clear and appropriate long and short-term goals for student learning, based on state-adopted frameworks and standards, CAPA standards or other performance-based standards for students	Shows little to no evidence of establishing or communicating clear learning goals or alignment with state-adopted content standards, alternative standards or other alternate standards	Establishes somewhat ambiguous academic learning goals partially aligned with state adopted content standards, alternative standards or other alternate standards and communicates these goals to students in a cursory manner	Establishes and communicates appropriate academic learning goals with aligned state adopted content standards, alternative standards or other alternate standards to students	Consistently establishes and communicates clear and appropriate academic learning goals aligned with state adopted content standards, alternative standards or other alternate standards to students (and as appropriate families and other audience)	
Information About Students (Focus Students) *(TPE 1)*	Obtaining detailed and relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, IEP goals and objectives, content knowledge, and skills,	Obtains little or no information about students' backgrounds	Obtains somewhat cursory information about students' backgrounds	Obtains accurate and relevant information about student's backgrounds	Consistently obtains detailed and relevant information about students' backgrounds	

		Inappropriately addresses the components of the instructional plan; missing components, inappropriate rationale	Ambiguously addresses some components of the instructional plan with somewhat cursory rationale	Accurately and appropriately addresses most components of the instructional plan with appropriate rationale	Consistently, coherently and completely addresses all components of the instructional plan with relevant and detailed rationale	
	physical, social, and emotional development; cultural and health considerations; and interests					
Instructional Plan and Rationale *(TPE 3 and 4)*	Planning relevant and appropriate instruction (with appropriate rationale) in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks, and standards, CAPA standards or other alternate standards, and IEP goals and objectives	Inappropriately addresses the components of the instructional plan; missing components, inappropriate rationale	Ambiguously addresses some components of the instructional plan with somewhat cursory rationale	Accurately and appropriately addresses most components of the instructional plan with appropriate rationale	Consistently, coherently and completely addresses all components of the instructional plan with relevant and detailed rationale	
Adaptations to Support Learning for All Students *(TPE 4)*	Selecting and adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all	Uses inappropriate or no adaptations, providing little or no evidence of understanding of differentiation fo EL and special needs students	Uses minimally appropriate adaptations demonstrating limited understanding of differentiations for EL and special needs students	Accurately and appropriately uses adaptations demonstrating basic understanding of differentiation for EL and special needs students	Consistently uses relevant and appropriate adaptations demonstrating accurate understanding of differentiation for EL and special needs students	

	students' needs.					

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Creating and Maintaining Effective Environments for Student Learning

The Teacher Candidate establishes a climate for learning and uses instructional time appropriately as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Instructional Time *(TPE 1 and 2)*	Allocating instructional time appropriately	Inappropriately or inaccurately estimates time allocations for instructional plan; may fail to set time allocations	Inconsistently, sometimes appropriately, sometimes inappropriately estimates allocations for instructional plan	Accurately estimates most time allocations for instructional plan	Consistently, appropriately and accurately estimate time allocations (pacing) for instructional plan	
Procedures for Routine Tasks and Transitions *(TPE 2)*	Establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time	Little or no procedures set for routine tasks and transitions with no efficient use of time	Inconsistent and minimal procedures with limited time efficiency	Appropriate procedures for effective use of instructional time	Consistently establishes clear and appropriate procedures and maximizes instructional time	
Expectations for Academic and Social Behavior *(TPE 1 and 2)*	Developing and maintaining clear and appropriate expectations for academic and social behavior	Inappropriate or no expectations have been established	Ambiguous or inconsistent expectations have been established	Appropriate expectations have been established	Consistently clear and accurate expectations have been established	
Positive Climate for Learning	Creating and maintaining a positive climate appropriate for learning for all	Creates a climate inappropriate for learning	Sometimes creates appropriate climate for learning for some students	Creates and maintains a positive climate appropriate for learning	Consistently creates and maintains a positive climate highly appropriate	

(TPE 2)	students using both classroom and school-wide positive behavior supports.			for most students	for learning for all students	

Engaging and Supporting Students in Learning

The Teacher Candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Instructional Strategies and Student Activities (TPE 3)	Using relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content, and specific needs of students based on academic content standards, and IEP goals and objectives	Uses developmentally inappropriate or no instructional strategies and student activities with little or no alignment with purpose academic content and/or specific IEP goals	Uses ambiguous or inconsistent instructional strategies and student activities partially aligned to lesson purpose, academic content and/or specific IEP goals	Uses developmentally appropriate instructional strategies and student activities aligned with lesson purpose, academic content, or specific IEP goals	Consistently uses relevant and developmentally appropriate instructional strategies and student activities aligned with lesson purpose, academic content, or specific IEP goals	
Plans for Students with Special Needs or Abilities (TPE 4)	Making relevant or appropriate plans for students who have special needs or abilities	Makes inappropriate or no plans for students who have special needs or abilities	Makes inconsistent or minimal plans for students have special needs or abilities	Make appropriate plans/adaptations for students with special needs or abilities	Consistently makes relevant and appropriate plans / adaptations for students with special needs or abilities	

Drawing on students' backgrounds and prior learning in implementing instructional plan *(TPE 1)*	Drawing upon detailed and relevant information about students' backgrounds and prior learning, including IEP goals and objectives, students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language	Uses irrelevant or no information about students' backgrounds, IEP goals and objectives, prior learning for instructional planning; missing information about student literacy levels and no opportunity to express meaning in their first language	Uses minimal or cursory information about students' backgrounds, IEP goals and objectives, prior learning, to partially or minimally connect to somewhat ambiguous academic learning goals and instructional plans; minimal opportunity for students to express meaning in their first language	Connects relevant aspects of students' backgrounds, IEP goals and objectives, prior learning to appropriate academic learning goals, instructional plans and assessments; includes assessed levels of literacy in English and their first language, allows students to express meaning in their first language	Consistently and appropriately connects relevant aspects of students' backgrounds, IEP goals and objectives, prior learning to aligned and appropriate academic learning goals, instructional plans, and assessments; explicitly includes assessed levels of literacy in English and their first language and, where appropriate, allows students to express meaning in their first language.	
Instructional Practices for English Language Development *(TPE 1)*	Knowing and applying relevant and appropriate instructional practices for English Language Development	Demonstrates inappropriate or no instructional practices for English Language Development	Demonstrates applied knowledge of appropriate instructional practices for English Language Development	Consistently demonstrates applied knowledge of relevant and appropriate instructional practices for English Language Development		
Active and Equitable Student	Ensuring the active and equitable participation of all students	Shows little or no evidence of using purposeful or appropriate instructional	Uses partially appropriate instructional strategies to engage	Uses appropriate instructional strategies and resources to engages most	Consistently uses a variety of instructional strategies and resources to	

Participation *(TPE 1)*		strategies; engages few or no students in active and equitable participation in student activities that have limited connection to academic learning goals(s)	some students in active and equitable participation in student activities minimally aligned with student needs and the academic learning goal(s)	students in active and equitable participation in student activities aligned with student needs, the academic learning goal(s) and assessments	engage all students in active and equitable participation in student activities aligned with students' needs, the academic learning goal(s) and assessments	
Thinking Strategies to Make Subject Matter Meaningful *(TPE 3)*	Engaging students in analytical and reflective thinking that make subject matter meaningful	Shows little or no evidence of using instructional strategies to engage some students to think analytically and reflective to make subject matter meaningful	Inconsistently uses partially appropriate instructional strategies to engage some students to think analytically and reflectively to make subject matter meaningful	Uses appropriate instructional strategies (including questioning strategies and wait time) to engage most students to think analytically and reflectively to make subject matter meaningful	Consistently uses a variety of appropriate instructional strategies (including questioning strategies and wait time) to engage ALL students to think analytically and reflectively to make subject matter meaningful	

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Making Subject Matter Comprehensible to Students

The Teacher Candidate knows the state-adopted content standards for students, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Subject-Specific	Demonstrating a detailed and accurate understanding of subject-	Demonstrates an inaccurate or no understanding of subject-	Demonstrates a cursory or limited understanding of subject-	Demonstrates an accurate understanding of subject-specific	Consistently demonstrates a detailed and accurate understanding	

Pedagogical Skills *(SSPS)*	specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards to all students	specific pedagogical skills for teaching the state adopted frameworks and academic content standards, and/or appropriate alternate standards that shows no impact on increasing the subject matter understanding of students	specific pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards that has a limited impact on subject matter understanding of some students	pedagogical skills for teaching the state-adopted frameworks and academic content standards, and/or appropriate alternate standards that has a limited impact on subject matter understanding of some students	g of subject - specific pedagogical skills for teaching the state - adopted frameworks and academic content standards, and/or appropriate alternate standards that increases subject matter understanding for all students	
Knowledge of Subject Matter Content and Content Standards and Student Development *(SSPS)*	Demonstrating a thorough and accurate understanding of subject matter content and academic content standards, and/or appropriate alternate standards and student development	Demonstrates little or no evidence of academic content standards, and/or appropriate alternate standards and little or no integration of subject matter understanding with student developmental needs in instructional planning	Demonstrates a partial understanding of academic content standards, and/or appropriate alternate standards and partially connects subject matter with a limited understanding of student developmental needs in instructional planning	Demonstrates an accurate understanding of academic content standards, and/or appropriate alternate standards and appropriately integrates subject matter understanding with an accurate understanding of student developmental needs instructional planning	Consistently demonstrates a clear and detailed understanding of academic content standards, and/or appropriate alternate standards and purposefully and appropriately integrates subject matter understanding with an accurate understanding of student development needs in instructional planning	

Assessing Student Learning

The Teacher Candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Assessments Aligned with Academic Learning Goals, Content Standards, Student Needs *(TPE 5)*	Using appropriate assessments (entry / diagnostic, formative and summative) aligned with academic learning goals, state adopted content standards, student backgrounds, needs, interests, and learning styles	Shows little or no evidence in using appropriate assessments aligned with academic learning goals, state adopted content standards or student needs	Inconsistently uses somewhat appropriate assessments aligned with academic learning goals and state adopted content standards; partially addresses student needs in choice of assessments	Uses appropriate assessments aligned with academic learning goals, state adopted content standards and student academic needs	Consistently uses appropriate and relevant assessments aligned with academic learning goals, state adopted content standards, student backgrounds, needs, interests, and learning styles	
Formative Progress Monitoring and Feedback to Students *(TPE 5)*	Using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students (and as appropriate, families or other audiences)	Shows little or no evidence of monitoring student progress toward academic learning goals or giving feedback to students	Inconsistently monitors the progress of students toward academic learning goals and gives cursory feedback to students	Monitors the progress of students toward academic learning goals and gives accurate feedback to students to support their learning	Consistently monitors the progress of students (especially focus students) toward academic learning goals and gives timely, detailed and accurate feedback to students to support their learning	

| Use of Classroom Assessments and Analysis of Student Work for Instructional and Assessment Planning and Adaptations

(TPE 5)	Analyzing the results of a variety of appropriate formal and informal as well as formative and summative classroom assessments and other sources of data accurately to guide further planning and adaptations of instruction and assessment	Shows little or no evidence of using assessment of student learning to guide further instruction and assessment	Partially uses the results of somewhat relevant assessments of student learning to guide further instruction and assessment in a cursory manner	Uses the results of assessments of student learning accurately to appropriately guide further planning of instruction and assessment	Consistently and accurately uses the results of a variety of relevant assessments of student learning to appropriately guide the need for further planning and adaptations of instruction and assessment	

Developing as a Professional Educator

The Teacher Candidate demonstrates development as a professional educator as evidenced by:

Elements	Candidate Proficiency	I	II	III	IV	Not Yet Observed
Professional, Legal, and Ethical Obligations

(TPE 6) | Modeling moral/ethical standards, honoring policies and procedures of the work environment, which includes timely response and submission of Clinical Practice documents | Does not demonstrate dispositions of Noble Character in one or more areas | Inconsistently demonstrates dispositions of Noble Character | Demonstrates most dispositions of Noble Character | Consistently demonstrates the dispositions of Noble Character | |
| | Reflecting on teaching practice and planning professional | Demonstrates little or no evidence of the ability to analyze or | Demonstrates a partial ability to analyze and reflect on the | Demonstrates the ability to analyze and reflect on the results | Consistently demonstrates the ability to accurately analyze and | |

Professional Reflection / Application *(TPE 6)*	development that impacts student learning	reflect on teaching and requires explicit direction to establish professional development goals and improvement plans aligned with the TPEs	results of teaching and student learning needing substantial prompting to establish professional development goals and improvement plans aligned with TPEs	of teaching, on student learning with minimal prompting and to appropriately establish professional development goals and plans aligned with the TPEs	reflect on the results of teaching, on student learning and to appropriately establish and carry out continuous professional improvement goals and plans aligned with the TPEs	
Working Relationships with Colleagues and Supervisors to Improve Professional Practice *(TPE 6)*	Establishing effective, collaborative relationships with colleagues, supervisors, and other school personnel focused on meeting the diverse needs of students	Demonstrates little or no evidence of ability to work with others in the school environment;is not responsive to feedback or coaching to improve teaching and student learning	Inconsistently demonstrates the ability to work with others; may be partially responsive to feedback and coaching to improve teaching and student learning	Demonstrates the ability to work with others in the school environment; responsive to feedback and coaching to improve teaching and student learning	Consistently demonstrates the ability to work with others in the school environment; actively solicits and is responsive to feedback and coaching to improve teaching and student learning	