

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at www.plnusoe.com.
 Rubrics available for: ■ Science ■ Social Science ■ Physical Education and Health ■ Visual and Performing Arts (VAPA)

Multiple Subject - Science Competency Rubric

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
2. Teaching Methods	Explains, demonstrates, and provides class activities that serve to illustrate science concepts and principles, scientific	Little to no competency	Beginning competency	Average competency	Excellent competency	

	investigation, experimentation, and emphasizes the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial: Date:
<i>3. Mathematical Concepts</i>	Integrates mathematical concepts and practices into science instruction, including the importance of accuracy, precision, estimation of data, and literacy.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>4. Literacy</i>	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	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

	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.					Initial: _____ Date: _____
<i>5. Technology</i>	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 <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: _____ Date: _____

This Teacher Candidate has completed all competencies for Science.

University Supervisor or Mentor teacher Signature: _____ Date: _____