

MEES Teacher Candidate Assessment Rubric

Standard 1

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
1.1 Vocabulary and Terminology				
Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.	Plans to introduce vocabulary and terminology but does not use strategies to enhance student engagement and responses.	Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students	Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.	N/O-Not observed
1.2 Content Delivery				
Shares incorrect information.	Demonstrates an understanding of basic content.	Conveys accurate information when teaching content.	Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.	N/O-Not observed
1.3 Student Application of Content				
Provides no opportunity for students to process content.	Demonstrates an awareness of strategies to allow students to process content.	Provides students with limited opportunities to process content.	Provides students with multiple opportunities to process the content.	N/O-Not observed
1.4 Student Engagement with Content				
Provides no evidence of planning for student engagement.	Plans for student engagement but no evidence of implementation.	Inconsistently engages students with the content.	Consistently engages the majority of students with the content.	N/O-Not observed

Standard 2

<p>Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</p>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
2.1 Differentiated Lesson Design				
Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	Describes strategies to differentiate and adjust instruction based on student differences.	Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.	Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.	N/O-Not observed
2.2 Differentiation of Instruction to Meet Students' Needs				
Provides no evidence of understanding students' background knowledge and learning needs.	Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.	Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' individual needs and interests.	Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.	N/O-Not observed
2.3 Diverse Social and Cultural Perspectives				
Provides no evidence of understanding students' languages, family, culture, and community needs.	Demonstrates understanding of students' languages, family, culture, and community in planning.	Affirms students' languages, family, culture, and community during learning opportunities.	Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.	N/O-Not observed

Standard 3

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
3.1 Alignment of Learning Activities to Standards				
Provides no evidence of learning activities with alignment to standards.	Plans for learning activities that are appropriately aligned to standards.	Implements learning activities aligned to standards.	Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.	N/O-Not observed
3.2 Articulation of Learning Objectives				
Provides no evidence of posting or mentioning the learning objectives during the lesson.	Posts the learning objectives but does not mention the objective during the lesson.	States the learning objectives so that some students are able to articulate the objective of the lesson.	Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.	N/O-Not observed

Standard 4

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
4.1 Instructional Strategies Leading to Student Centered Ideas and Solutions				
Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.	Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.	Uses strategies for some students to share ideas and generate possible solutions.	Implements strategies in which most students convey their ideas or solutions through product or process.	N/O-Not observed
4.2 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking				
Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.	Plans strategies for analyzing and discussing problems and possible solutions.	Creates opportunities for some students to analyze and discuss problems and possible solutions.	Facilitates opportunities in which most students analyze and discuss problems and possible solutions.	N/O-Not observed
4.3 Questioning Techniques				
Provides no evidence of using questions that promote critical thinking.	Plans to use questions that promote critical thinking.	Uses questioning techniques that promote students' critical thinking.	Uses questioning techniques that result in most students providing answers reflecting critical thinking.	N/O-Not observed
4.4 Higher Order Thinking				
Provides no evidence of higher order thinking.	Plans for higher order thinking.	Uses strategies to incorporate higher order thinking.	Consistently uses evidence-based strategies to promote higher order thinking.	N/O-Not observed

Standard 5

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
5.1 Classroom Expectations				
Provides no evidence of classroom expectations that would contribute to a safe learning environment.	Plans to communicate expectations to maintain a safe learning environment.	Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.	Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.	N/O-Not observed
5.2 Positive Classroom Environment, Relationships, and Interactions				
Displays a lack of awareness of how to build appropriate relationships with students.	Describes strategies for building appropriate relationships with students.	Fosters positive social interactions in the classroom.	Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.	N/O-Not observed
5.3 Classroom Management Strategies				
Provides no evidence of strategies for monitoring student behavior and addressing disruptions.	Explains strategies for monitoring student behavior and minimizing disruptions.	Responds appropriately to classroom disruptions.	Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.	N/O-Not observed

Standard 6

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
6.1 Verbal and Non-Verbal Communication				
Provides no evidence of instructions in lesson plan.	Plans to provide instructions.	Conveys instructions to students through verbal OR non-verbal cues.	Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions.	N/O-Not observed
6.2 Models Expectations for Student Communication				
Provides no evidence of understanding the need to articulate expectations for student communication and interaction.	Plans to articulate expectations for respectful student communication and interaction.	Articulates vague expectations to students about respectful communication and interaction.	Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.	N/O-Not observed
6.3 Communication Positively Impacts Lesson Delivery				
Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.	Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.	Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.	Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students.	N/O-Not observed

STANDARD 6 CONTINUES ON THE NEXT PAGE

STANDARD 6 (CONTINUED)

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
6.4 Communication Conventions				
Consistently includes distracting communication errors that interfere with meaning.	Includes communication errors that interfere with meaning.	Usually models proper spelling and grammar in written and verbal communication.	Consistently models proper spelling and grammar in written and verbal communication	N/O-Not observed
6.5 Communication with Respect for Diverse Backgrounds and Experiences				
Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.	Plans for culturally and linguistically appropriate communication, resources, or examples.	Uses culturally and linguistically appropriate communication, resources, or examples.	Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.	N/O-Not observed

Standard 7

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
7.1 Use of Data to Monitor Student Learning				
Provides no evidence of data from assessments to monitor the progress of students.	Articulates the importance of collecting assessment data.	Uses formative and/or summative assessment data to monitor the progress of the class as a whole.	Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.	N/O-Not observed
7.2 Formative Assessment Strategies				
Provides no awareness that formative assessments are needed to guide future instruction.	Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.	Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.	Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.	N/O-Not observed
7.3 Assessment Records				
Provides no evidence of an understanding of maintaining student assessment records.	Articulates a process for maintaining student assessment records.	Confidentially maintains student assessment records, though processes are inconsistent.	Maintains student assessment records consistently and confidentially.	N/O-Not observed

Standard 8

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
8.1 Reflection on Lesson Effectiveness				
Provides no evidence of reflection on the lesson.	Reflects on the lesson when prompted by the evaluator.	Independently reflects on aspects of the lesson.	Reflects on the effectiveness of a lesson based on student learning and engagement.	N/O-Not observed
8.2 Use of Feedback to Improve Practice				
Provides no evidence of acceptance of feedback provided by the evaluator.	Accepts feedback but does not use feedback to adjust and improve practice.	Accepts and uses feedback inconsistently to adjust and improve practice.	Accepts and uses feedback consistently to adjust and improve practice.	N/O-Not observed
8.3 Reflection on Professional Conduct				
Provides no evidence of recognition of own weaknesses even when prompted.	Acknowledges weaknesses when prompted but does not improve professional conduct.	Monitors and adjusts professional conduct when prompted.	Monitors and adjusts professional conduct through self-assessment.	N/O-Not observed
8.4 Professional Learning and Development				
Provides no acknowledgement of the importance of professional development.	Acknowledges the importance of professional development but does not attend.	Attends approved professional development.	Uses techniques or strategies introduced in approved professional development to improve student learning.	N/O-Not observed

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	N/O-Not observed
9.1 Professional Collaboration				
Provides no evidence of understanding the importance of professional collaboration with colleagues.	Recognizes the importance of professional collaboration with colleagues.	Participates in professional collaboration with colleagues.	Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.	N/O-Not observed
9.2 Positive Relationships				
Provides no evidence of understanding the importance of building relationships.	Recognizes the importance of building relationships with students, colleagues, and families.	Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.	Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.	N/O-Not observed