

Faculty of Education Summative Assessment Rubric

This rubric is intended to assist both the Teacher Candidate and the Associate Teacher in making judgements about demonstrated levels of teaching proficiency. **Teacher Candidates and Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this particular point in her/his B.Ed./Dip.Ed. year.** Please note that Teacher Candidates working primarily at the ‘**Does Not Meet Expectations**’ level are **not** currently meeting the required expectations for professional practice required by Queen’s University and a *Supporting a Candidate in Difficulty process must be initiated.

***Please see page 10 for the Supporting a Candidate in Difficulty process.** A minimum overall rating of Progressing Toward Expectations must be granted in the Fall term (PRAC 420/421 and 430/430), and a minimum overall rating of Meets Expectations must be granted in the Winter and Summer 2 terms (PRAC 440/441 and 460/461), if there has been no Supporting a Candidate in Difficulty process initiated in those components.

The Faculty Liaison (or designate for PRAC 460/461-May 2017) must communicate with Associate Teachers immediately if a candidate receives an overall rating of Inadequate Progress, or a rating of Progressing Toward Expectations or lower in any of the Elements of Practice on the Interim Formative report in the Winter or Summer 2 practicum components. When indicated, the Supporting a Candidate in Difficulty process may be initiated.

Elements of Practice	No Opportunity to Demonstrate	Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Does Not Meet Expectations
I – Professionalism					
1. Initiative & dependability		Makes an outstanding contribution to teaching and learning	Effectively assumes appropriate degree of responsibility for the classroom; takes initiative to contribute to students’ learning in many ways	Is dependable in completing formally assigned classroom responsibilities	Does not actively seek direction or requires monitoring to assure completion of assigned tasks
2. Discretion & professional judgement		Analyzes and adapts effectively to unexpected circumstances, and changes in the classroom situation; demonstrates sophisticated judgement in all situations	Uses appropriate professional judgement and discretion in relation to interactions with students; demonstrates sound judgement in dealing with parents, peers and colleagues	Is not consistently discrete and professional in relation to classroom or school practices	Does not demonstrate discretion appropriate to the profession
3. Response to mentorship		Is proactive in shaping, revising, pursuing and demonstrating professional growth during the practicum	Invites and incorporates Associate Teacher feedback about improving teaching practices ; demonstrates progress towards teaching and learning goals; uses self-reflection and assessment information to inform next steps for teaching practice	Incorporates Associate Teacher-initiated feedback to enhance teaching and learning	Requires continuous coaching to connect Associate Teacher’s feedback to the improvement of teaching practice

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II – Supporting a Community of Learners					
1. Promoting a safe and trusting learning community		Demonstrates a high degree of skill and consistency in monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students	Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom for all students	Addresses student behaviours that interrupt or jeopardize the teaching and learning context inconsistently	Is unaware of how students' disruptive behaviour is affecting their learning
2. Promoting student independence		Guides students in setting goals; making and implementing decisions about use of time and resources; collecting and using feedback; as well as representing and critiquing their learning	Structures learning so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations	Provides students with options in how to proceed in their learning; does not use appropriate strategies for following up	Does not allow students to make decisions about learning or classroom activities independent of her/his approval
III – Planning and Preparing					
1. Use of curriculum documents		Creates an integrated set of learning activities that can be mapped on to a set of general and specific expectations located in one or more curriculum areas, strands or subheadings	Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students; demonstrates sound knowledge of appropriate subject matter	Creates learning activities with occasional reference to relevant Ontario curriculum expectations	Creates activities with no apparent reference or connection to Ontario curriculum documents
2. Sequencing of steps in a lesson or unit		Sequences lessons so that critical knowledge and skills are revisited in different ways, in different contexts and at different times	Creates developmentally appropriate lessons in a way that connects students' prior knowledge to appropriate next steps and new learning; plans for appropriate student involvement and follow-up activities	Creates lessons in a way that is beginning to show consistent attention to students' previous learning	Develops sequences in lessons in a random, inappropriate way
3. Differentiation		Designs learning and assessment activities that are deliberately differentiated based on students' interests and needs; demonstrates sophisticated understanding of student development	Designs learning and assessment activities that are deliberately differentiated based on students' needs; demonstrates understanding of use of appropriate accommodations and modifications for individual students	Structures differentiated learning activities inconsistently	Does not consider students' learning and development levels; does not provide differentiation in lessons or assessment
4. Resources		Engages students in creating, locating and critiquing specific resources for learning; uses a wide range of high quality resources to support the development of information literacy skills	Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment	Uses a limited but additional range of independently selected teacher and student resources	Relies on Associate Teacher to identify all instructional resources

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IV. Lesson Presentation					
1. Instructional strategies		Uses with great skill a wide variety of appropriate teaching and learning strategies based on student interests, needs, development levels and current research on effective teaching practices	Uses a wide variety of appropriate teaching/learning strategies based on student interests and needs, as well as current research on effective teaching practices	Uses few appropriate teaching strategies to match curriculum and needs of students; ignores current research into effective practices	Uses a limited number of strategies without reference to student needs, the curriculum or current research into effective teaching
2. Lesson management		Demonstrates sophisticated grasp of effective strategies for managing materials, time and learning activities to meet needs of all learners	Uses a variety of effective strategies for managing materials, time, and learning activities to meet the needs of all learners	Uses appropriate lesson management strategies for materials, timing and learning activities inconsistently;	Does not employ appropriate lesson management strategies to deal with materials, time and activities
3. Awareness of classroom dynamics		Observes difficulties in student understanding and knows how to adjust lessons to respond effectively to the situation; is consistently able to observe and modify activities to match student needs during lessons	Adjusts or modifies teaching and learning activities based on student responses; works to engage students both in the learning and with each other	Uses observations of lesson effectiveness and adjusts lessons occasionally; is unable to be consistent in adapting lessons during their implementation stage	Continues with plans regardless of student responses; ignores evidence of student difficulties with a particular strategy/lesson
4. Appropriate and effective use of language		Uses exemplary language; uses questioning, directions, written and oral communications in a sophisticated way to engage all students in learning	Expresses ideas, directions and options clearly; models a standard for oral and written work; uses effective questioning to extend learning and effectively uses strategies such as wait time and checking for understanding to engage all students.	Uses language and questioning in inconsistent ways for modeling purposes and to support student learning	Uses language in ways that are unacceptable for students to model and understand; does not use effective questioning
5. Engaging all learners		Demonstrates completed facility in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking	Demonstrates skill and consistency in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking	Demonstrates some consistency in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking	Demonstrates limited consistency in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking

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V. Assessment					
1. Assessment <i>for</i> learning		Creates the conditions and tools necessary for a combination of ongoing self, peer and teacher feedback that helps students extend their learning in deep and meaningful ways	Uses assessment to monitor how students' learning is progressing and to help students focus their skill building and academic growth	Uses student assessment results as feedback for making decisions about subsequent instruction and learning activities	Uses assessment results primarily to make judgements about students' achievement and potential for learning
2. Assessment <i>as</i> learning		Creates an environment where students use assessment information to determine or negotiate with the teacher the learning processes and resources, that best address their learning needs and goals	Guides students in how they can use assessment information to monitor their learning, and track their progress towards the achievement of curricular and personal learning goals	Encourages students to use assessment information to identify their learning strengths and weaknesses and to set short term curricular and personal learning goals	Keeps students dependent on the teacher for approval of their thinking processes and their learning products
3. Assessment <i>of</i> learning		Aligns a variety of assessments with curriculum expectations, instruction and the individual needs of students, enabling judgements about student achievement to be accurate, transparent, and equitable	Creates and uses a variety of well-designed instruments to assess students' learning and describes their achievement in relation to well-defined standards of performance	Creates and uses well designed assessment(s) that contribute to adequate and accurate judgements about students' achievement of individual, specific learning expectations	Makes judgements about students' achievement based on assessments that provide minimal or inadequate information