

Grading Rubric for practicum in CDDS 164

Name: _____

	1 Unacceptable	2 Needs improvement	3 Proficient	4 Exemplary
Teaching effectiveness – Presentation of lesson	Instruction does not lead to student response	Instruction provided and materials presented. Student success is not documented	Instruction leads to measurable student learning. Student teacher documents student responses.	Clear instruction leads to student learning that meets behavioral objective. Clinician modifies instruction to meet students' needs. 4
Teaching effectiveness – Rapport with student	Student teacher does not gain attention of student.	Student shows mild interest in material presented by student teacher.	Student is engaged in some aspects of the lesson.	Student is actively engaged in lesson and fully participates. 4
Communication – Sign language model	Student clinician uses spoken language and gestures to communicate	Student clinician uses basic signs and gestures to communicate.	Student clinician uses advanced vocabulary and additional features of sign language and provides ASL model of printed English during literacy lessons.	Student clinician provides sign language model appropriate to the student's language level, with advanced vocabulary and features of sign language. Clinician models process of moving across the ASL to English continuum. 4
Communication – Responses to student	Student clinician does not respond to student's spontaneous communication.	Student clinician understands some of the student's spontaneous communication and responds to what is understood.	Student clinician understands most of student's spontaneous communication and responds to each student comment.	Student clinician understands student's spontaneous communication and responds to student with language slightly above student's response. 4
Quality of lesson plans. Lesson cycle: anticipatory set, instruction, check for understanding, guided practice, assessment, and additional practice	Student clinician writes lesson plans that do not include specific instruction.	Student clinician writes lesson plans with some components of the lesson cycle.	Student clinician designs lesson plans with all components of the lesson cycle, including visual supports that facilitate some specific student learning	Student clinician designs detailed lessons with all components of the learning cycle and creates additional materials to facilitate specific student learning. 4
Quality of materials prepared for lesson	Student clinician does not bring additional materials support or materials brought do not support concepts taught.	Student clinician brings additional materials that are not visually clear.	Student clinician creates or collects some materials to support concepts taught.	Student clinician creates or collects materials to support all aspects of the learning objective of the lesson. Materials clearly demonstrate concepts presented. 4
Self-evaluation of lesson success	Student clinician does not measure student learning and cannot identify any changes needed in future lessons.	Student clinician does not measure student learning, but can identify one change needed in future lessons.	Student clinician can effectively evaluate each component of the lesson and measure student learning.	Student clinician can effectively evaluate each component of the lesson, measures student learning, and incorporates changes in future lessons. 4
Implementation of suggestions	Student clinician does not respond to suggestions from supervisor.	Student clinician seeks additional information in understanding suggestions from supervisor.	Student clinician incorporates suggestions into lesson plans when requested.	Student clinician understands supervisor's suggestions and changes are reflected in later lesson plans. 4
Punctuality – practicum sessions	Student clinician is late or misses three or more practicum sessions.	Student clinician is late or misses one or two practicum sessions.	Student clinician arrives on time and is prepared for each practicum session with student.	Student clinician arrives early and is prepared for each practicum session with student. 4
Punctuality – practicum sessions	Student clinician does not submit a lesson plan for each practicum session	Student clinician completes all lesson plans but does not submit them on time.	Student clinician completes and submits lesson plans for each practicum session on time except for one lesson.	Student clinician completes and submits all lesson plans on time 4

Total points 40 /40

	1 Unacceptable	2 Needs improvement	3 Proficient	4 Exemplary
Teaching effectiveness – Presentation of lesson	Instruction does not lead to student response	Instruction provided and materials presented. Student success is not documented	Instruction leads to measurable student learning. Student teacher documents student responses. 3	Clear instruction leads to student learning that meets behavioral objective. Clinician modifies instruction to meet students' needs.
Teaching effectiveness – Rapport with student	Student teacher does not gain attention of student.	Student shows mild interest in material presented by student teacher.	Student is engaged in some aspects of the lesson. 3	Student is actively engaged in lesson and fully participates.
Communication – Sign language model	Student clinician uses spoken language and gestures to communicate	Student clinician uses basic signs and gestures to communicate.	Student clinician uses advanced vocabulary and additional features of sign language and provides ASL model of printed English during literacy lessons. 3	Student clinician provides sign language model appropriate to the student's language level, with advanced vocabulary and features of sign language. Clinician models process of moving across the ASL to English continuum.
Communication – Responses to student	Student clinician does not respond to student's spontaneous communication.	Student clinician understands some of the student's spontaneous communication and responds to what is understood.	Student clinician understands most of student's spontaneous communication and responds to each student comment.	Student clinician understands student's spontaneous communication and responds to student with language slightly above student's response. 4
Quality of lesson plans. Lesson cycle: anticipatory set, instruction, check for understanding, guided practice, assessment, and additional practice	Student clinician writes lesson plans that do not include specific instruction.	Student clinician writes lesson plans with some components of the lesson cycle. <i>3 lesson plans not submitted</i> 2	Student clinician designs lesson plans with all components of the lesson cycle, including visual supports that facilitate some specific student learning	Student clinician designs detailed lessons with all components of the learning cycle and creates additional materials to facilitate specific student learning.
Quality of materials prepared for lesson	Student clinician does not bring additional materials support or materials brought do not support concepts taught.	Student clinician brings additional materials that are not visually clear.	Student clinician creates or collects some materials to support concepts taught. 3	Student clinician creates or collects materials to support all aspects of the learning objective of the lesson. Materials clearly demonstrate concepts presented.
Self-evaluation of lesson success	Student clinician does not measure student learning and cannot identify any changes needed in future lessons.	Student clinician does not measure student learning, but can identify one change needed in future lessons. 2.5	Student clinician can effectively evaluate each component of the lesson and measure student learning.	Student clinician can effectively evaluate each component of the lesson, measures student learning, and incorporates changes in future lessons.
Implementation of suggestions	Student clinician does not respond to suggestions from supervisor.	Student clinician seeks additional information in understanding suggestions from supervisor.	Student clinician incorporates suggestions into lesson plans when requested. 3	Student clinician understands supervisor's suggestions and changes are reflected in later lesson plans.
Punctuality – practicum sessions	Student clinician is late or misses three or more practicum sessions.	Student clinician is late or misses one or two practicum sessions. 2	Student clinician arrives on time and is prepared for each practicum session with student.	Student clinician arrives early and is prepared for each practicum session with student.
Punctuality – practicum sessions	Student clinician does not submit a lesson plan for each practicum session. 1	Student clinician completes all lesson plans but does not submit them on time.	Student clinician completes and submits lesson plans for each practicum session on time except for one lesson.	Student clinician completes and submits all lesson plans on time

CDDS 164 Grading Rubric for Practicum Journals

Name: _____

	Unacceptable	Acceptable	Proficient	Exemplary
Reflections	Basic summary of practicum session.	Reflections about the planning process, preparations, and interactions with student.	Reflections about the planning process, preparations, and interactions with student. Comments about ideas for future lessons.	Reflections about the planning process, preparations, and interactions with student. Comments about ideas for future lessons. Suggestions of what would improve this lesson.
	0 points	4 points	5 points	6 points
Evaluation	Journal entries are observations only. No suggestions for change noted.	One or two changes needed in future lessons are identified in journal entries.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson. Journal entry includes data collected during session that shows student learning.
	0 points	4 points	5 points	6 points
Grammar, spelling, typing	More than 5 errors in spelling, typing, or grammar.	No more than 4 spelling, typing or grammar errors.	No more than 2 spelling, typing or grammar errors.	No spelling, typing, or grammar errors
	0 points	2 points	3 points	4 points
Organization/presentation	Journal does not have entries for each day of practicum.	One journal entry for each day of practicum.	Complete journal entries for each day of practicum. Typed with dates clearly visible. Compiled with a cover sheet in a folder of some kind.	Complete descriptive journal entries for each day of practicum. Smooth flow between ideas presented. Typed with dates clearly visible. Compiled with a cover sheet in a folder of some kind.
	0 points	2 points	3 points	4 points

Total points 20 (20 points possible)

Guided thinking for Practicum Journal

How well did I plan my lesson?

How well did my plans work?

How well prepared was I?

How did my student respond to my lesson?

How well did I adjust my lesson while teaching?

How well did I communicate the content of the lesson?

How well did I understand my student's responses?

How many times did I practice signing my story?

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Evaluation	Journal entries are observations only. No suggestions for change noted.	One or two changes needed in future lessons are identified in journal entries.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson. Journal entry includes data collected during session that shows student learning.
	0 points	4 points	5 points	6 points
Grammar, spelling, typing	More than 5 errors in spelling, typing, or grammar.	No more than 4 spelling, typing or grammar errors.	No more than 2 spelling, typing or grammar errors.	No spelling, typing, or grammar errors
	0 points	2 points	3 points	4 points
Organization/presentation	Journal does not have entries for each day of practicum.	One journal entry for each day of practicum.	Complete journal entries for each day of practicum. Typed with dates clearly visible. Compiled with a cover sheet in a folder of some kind.	Complete descriptive journal-entries for each day of practicum. Smooth flow between ideas presented. Typed with dates clearly visible. Compiled with a cover sheet in a folder of some kind.
	0 points	2 points	3 points	4 points

Total points 13 (20 points possible)

Guided thinking for Practicum Journal

How well did I plan my lesson?

How well did my plans work?

How well prepared was I?

How did my student respond to my lesson?

How well did I adjust my lesson while teaching?

How well did I communicate the content of the lesson?

How well did I understand my student's responses?

How many times did I practice signing my story?