

Scoring Rubric for Literacy Competencies*

Credential Candidate _____ EHD 174 © EHD 178 © EHD 170 ©

1 – DOES NOT MEET REQUIREMENTS (UNACCEPTABLE)	2 – MEETS REQUIREMENTS (ACCEPTABLE)	3 – EXCEEDS REQUIREMENTS (EXEMPLARY)
<p>1. Context: Several elements of the instructional context are missing or incompletely/inadequately described.</p> <p>2. Activity: Description of the activity is minimal so that reconstructing the event is not possible. Student results are minimally described or are incomplete in terms of the specific focus of the competency. If required, the written lesson plan is incomplete and/or in an unacceptable format. No student work is attached.</p> <p>3. Reflection: Reflection on the activity conducted expresses overly generalized or vague statements that exhibit negligible self-analysis in light of student results.</p>	<p>1. Context: All elements of the instructional context are identified including setting (whole class, group, individual), number and grade level of student participants, and other relevant conditions (e.g., physical setting, time of day, curricular context, etc.)</p> <p>2. Activity: Description of the activity clearly explicates the order of instructional events that occurred and provides an account of results achieved with students. If required, the written lesson plan is complete, is in the required (or an acceptable) format, and accurately reflects pedagogical characteristics of the activity (as explained/demonstrated). As appropriate to the specific competency, at least two examples of student work are submitted as exemplars for results achieved.</p> <p>3. Reflection: Reflection on the activity/lesson expresses specific statements of self-analysis that reflect careful and due consideration of student success in light of instructional</p>	<p>1. Context: All elements of the instructional context are clearly identified including the setting, number and grade level of student participants, other relevant conditions (e. g., physical setting, time of day, curricular context, etc.). Details of the instructional context are situated in the larger framework of students’ overall learning in the classroom.</p> <p>2. Activity: Description of the activity clearly explicates the order of instructional events that occurred; results with students are explicated and data (if appropriate) are formally presented in table or graph format. As appropriate to the specific competency, two-three examples of student work are submitted as exemplars for results achieved.</p> <p>3. Reflection: Reflection on the activity/lesson expresses specific statements that exhibit in-depth self-analysis, and reflection upon that analysis, that have lead to new insights into professional practice.</p>

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* Field-based Activities for EHD 174, 178, & 170. LEE 173 and 177 instructors collect and confirm successful completion of competencies for EHD 174 and 178 respectively. The EHD 170 supervisor collects and confirms successful completion of competencies for EHD 170.