

Criteria	Target A+ to A- 5pts	Acceptable B+ to B- 4 pts.	Unacceptable C+ to F 3 pts.
Description of student: Background, gender, age, Personality, ability level, specific behaviors observed, additional helpful information	Includes complete description of student. Gives background, gender, age, personality, ability level, specific behaviors observed and any other helpful information in Building a Bridge to this student's learning. Include any suggestions the mentor teacher offered.	Includes an incomplete description of the student. Missing information about the student and the issues the student is having	Incomplete description of student leaving out basic information
Suggestions from Chapters 2 and 4 William Ayers "To Teach" Used in your plan/Critical Thinking Concepts and Tools	Quotes, ideas included from Ayers, "To Teach" incorporated into how you as the teacher would build this bridge to learning. Questioning/quotes from "Critical Thinking Concepts and Tools"	Vocabulary and concepts from the reading may be included but not woven into the writing masterfully and vague.	Vocabulary and quotes from the reading are not included.
Detailed Description of strategies you could implement to help this student become more successful in that classroom or content area	Detailed description of strategies that you would use to help this student become more productive in this classroom. List 3-4 specific strategies for the student	Less than 3 strategies listed to help student.	Two or less strategies are suggested to help the student
Writing Mechanics: Introduction, logical flow of ideas, few errors in spelling punctuation, grammar, conclusion	All of the following are met: Includes introduction and closing. Logical flow of ideas. Few to no errors in spelling, punctuation, & grammar	Most of the following are met: Introduction Closing Logical flow of ideas Few errors in spelling, punctuation, & grammar	Some of the following are apparent in the writing: No introduction No closing No logical flow of ideas Excessive errors in spelling Punctuation, grammar
Insights into the Teaching Profession	Strategies include an understanding of the challenges and rewards of the teaching profession and implications for the student	Strategies are included and an understanding of the rewards of teaching are implied and are based on assumptions and how student would be affected	Strategies contain misconceptions, suggests a limited or inaccurate understanding of the challenges of building bridges with students.

References

This rubric was designed from rubrics designed by Dr. Ann Larson and others who taught EDTP 201 at it's inception.

Ayers, W. (2001) *To Teach: The journey of a teacher (3rd Edition)*. New York: Teachers College Press.

Paul, Richard and Elder, Linda. (2009) *.Critical Thinking, Concepts and Tools. (Sixth Edition). Tomales, Calif.* Foundation for Critical Thinking Press.