



Student Teaching Grading Rubric

COVER PAGE

Final Grade: _____

Student Teacher Candidate: _____ ID: _____ Date: _____

Placement/Level: _____ Cooperating Teacher: _____ University Supervisor: _____

Name of person completing form: _____

The culminating experience of the *U of L Developmental Teacher Preparation Model* is designed for student teacher candidates to demonstrate progress toward meeting the initial-level performance of the Kentucky Teaching Standards and the U of L Diversity Standard. Evaluation of the student teaching experience is a collaborative process involving the teacher candidate, cooperating teacher and university supervisor/liaison. The determination of the grade for student teaching is influenced by daily informal observation on the part of the cooperating teacher and formal evaluations by the cooperating teacher and university supervisor. Teacher Candidate Dispositions assessments are also considered in the final evaluation.

The Student Teaching Grading Rubric provides a format that clearly communicates to students the expectations and promotes consistency among university supervisors and cooperating teachers. The standards have been weighted based on their emphasis in student teaching and the related assessments (e.g., Standards-Based Unit of Study). This rubric is designed to measure performance against standards to compile a point total. It is not percentage-based. A Student Teaching Grading Rubric will be completed at the end of each placement.

A A grade of an “A” indicates that evidence supports that the student teacher candidate has demonstrated **SATISFACTORY PERFORMANCE** toward meeting the initial-level of **all** the Kentucky Teaching Standards (KTS) and demonstrated a **HIGHLY COMPETENT PERFORMANCE** in meeting at least three (3) of the following (5) standards: **KTS 1, 3, 4, 5, and 6**.
Score: 50-37

B A grade of a “B” indicates that evidence supports that the student teacher candidate has demonstrated a **SATISFACTORY PERFORMANCE** toward meeting the initial-level of **most** of the Kentucky Teaching Standards and has demonstrated **LIMITED PROGRESS** in no more than two (2) of the following (5) standards: **KTS 1, 3, 4, 5, and 6**.
Score: 36-27

C A grade of a “C” indicates that evidence supports that the student teacher candidate has demonstrated a **SATISFACTORY PERFORMANCE** toward meeting the initial-level in at least five (5) of the 10 KTS (**KTS 1, 3, 4, 5, and 6**) but has demonstrated **LIMITED PROGRESS** on other standards.
Score: 26-21

A plus “+” or minus “-” designation may be given at the discretion of and in collaboration with all evaluative partners.

Candidates demonstrating a weak or inadequate performance (20 or lower) are not making sufficient progress toward meeting initial-level performance of the Kentucky Teaching Standards and U of L Diversity Standard and will not be recommended for certification.

Please indicate the level of progress demonstrated by the student teacher candidate for each of the Kentucky Teacher Standards and of the U of L Diversity Standard listed below. Cite evidence observed.

Standard 1: Demonstrates Applied Content Knowledge

Communicates concepts, processes, knowledge; Uses appropriate instructional strategies;
Connects content to lives of students; Identifies and addresses student misconceptions

Candidate has demonstrated HIGHLY
COMPETENT PERFORMANCE toward
meeting the initial-level performance of this
Kentucky Teaching Standard
5 points

Candidate has demonstrated
SATISFACTORY PROGRESS toward
meeting the initial-level performance of this
Kentucky Teaching Standard
3 points

Candidate has demonstrated LIMITED
PROGRESS toward meeting the initial-level
performance of this
Kentucky Teaching Standard
1 point

Evidence for Standard 1:

Standard 2: Designs/Plans Instruction

States appropriate learning objectives aligned with local/state standards; Aligns instruction with learning objectives;
Uses appropriate assessment aligned with learning objectives and instruction; Addresses higher- level thinking

Candidate has demonstrated HIGHLY
COMPETENT PERFORMANCE toward
meeting the initial-level performance of this
Kentucky Teaching Standard
5 points

Candidate has demonstrated
SATISFACTORY PROGRESS toward
meeting the initial-level performance of this
Kentucky Teaching Standard
3 points

Candidate has demonstrated LIMITED
PROGRESS toward meeting the initial-level
performance of this
Kentucky Teaching Standard
1 point

Evidence for Standard 2:

Standard 3: Creates and Maintains Learning Climate

Communicates confidence in students' ability to meet challenging objectives; Establishes clear standards of conduct;
Responds to all students with respect and concerns; uses strategies/methods to support diversity; Addresses individual needs; Creates
classroom that is emotionally and physically safe

Candidate has demonstrated HIGHLY
COMPETENT PERFORMANCE toward
meeting the initial-level performance of this
Kentucky Teaching Standard
5 points

Candidate has demonstrated
SATISFACTORY PROGRESS toward
meeting the initial-level performance of this
Kentucky Teaching Standard
3 points

Candidate has demonstrated LIMITED
PROGRESS toward meeting the initial-level
performance of this
Kentucky Teaching Standard
1 point

Evidence for Standard 3:

Standard 4: Implements/Manages Instruction

Uses a variety of instructional strategies; Engages students throughout lesson; Implements instructions based on contextual
information and assessment data; Uses classroom space and materials effectively; Promotes higher-order thinking

Candidate has demonstrated HIGHLY
COMPETENT PERFORMANCE toward
meeting the initial-level performance of this
Kentucky Teaching Standard
5 points

Candidate has demonstrated
SATISFACTORY PROGRESS toward
meeting the initial-level performance of this
Kentucky Teaching Standard
3 points

Candidate has demonstrated LIMITED
PROGRESS toward meeting the initial-level
performance of this
Kentucky Teaching Standard
1 point

Evidence for Standard 4

Standard 5: Assesses/Communicates Learning Results

Uses pre-assessments; Uses formative assessments to guide instruction; Uses variety of summative assessments to measure achievement; Describes, analyzes, evaluates student performance to determine progress; Promotes student self-assessment of learning

Candidate has demonstrated **HIGHLY COMPETENT PERFORMANCE** toward meeting the initial-level performance of this Kentucky Teaching Standard
5 points

Candidate has demonstrated **SATISFACTORY PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
3 points

Candidate has demonstrated **LIMITED PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
1 point

Evidence for Standard 5:

Standard 6: Implements Technology

Uses technology to design and plan instruction; Uses technology to implement instruction; Integrates student use of technology into instruction; Ensures personal and student use of technology are ethical/legal

Candidate has demonstrated **HIGHLY COMPETENT PERFORMANCE** toward meeting the initial-level performance of this Kentucky Teaching Standard
5 points

Candidate has demonstrated **SATISFACTORY PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
3 points

Candidate has demonstrated **LIMITED PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
1 point

Evidence for Standard 6:

Standard 7: Reflects On and Evaluates Teaching/Learning

Reflects on and accurately evaluates student learning; Reflects on and accurately evaluates own instruction; Identifies areas for professional growth using appropriate data

Candidate has demonstrated **HIGHLY COMPETENT PERFORMANCE** toward meeting the initial-level performance of this Kentucky Teaching Standard
5 points

Candidate has demonstrated **SATISFACTORY PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
3 points

Candidate has demonstrated **LIMITED PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
1 point

Evidence for Standard 7:

Standard 8: Collaborates with Colleagues/Parents/Others

Identifies students who would benefit by learning via collaboration; Designs and implements plan for collaborative learning; Analyzes student learning data and identifies next steps

Candidate has demonstrated **HIGHLY COMPETENT PERFORMANCE** toward meeting the initial-level performance of this Kentucky Teaching Standard
3 points

Candidate has demonstrated **SATISFACTORY PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
2 points

Candidate has demonstrated **LIMITED PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
1 point

Evidence for Standard 8:

Standard 9: Evaluates Teaching and Engages in Professional Development

Identifies priority growth areas and strengths relative to the KY Teacher Standards; Designs a professional growth plan

Candidate has demonstrated **HIGHLY COMPETENT PERFORMANCE** toward meeting the initial-level performance of this Kentucky Teaching Standard
3 points

Candidate has demonstrated **SATISFACTORY PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
2 points

Candidate has demonstrated **LIMITED PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
1 point

Evidence for Standard 9:

Standard 10: Provides Leadership within School/Community/Profession

Provides professional leadership within the school and community

Candidate has demonstrated **HIGHLY COMPETENT PERFORMANCE** toward meeting the initial-level performance of this Kentucky Teaching Standard
3 points

Candidate has demonstrated **SATISFACTORY PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
2 points

Candidate has demonstrated **LIMITED PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
1 point

Evidence for Standard 10:

Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society

The teacher's instructional and assessment materials affirm differences and groups honestly. The teacher's curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups. The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, and cultural, linguistic, religious, gender and economic groups.

Candidate has demonstrated **HIGHLY COMPETENT PERFORMANCE** toward meeting the initial-level performance of this Kentucky Teaching Standard
6 points

Candidate has demonstrated **SATISFACTORY PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
4 points

Candidate has demonstrated **LIMITED PROGRESS** toward meeting the initial-level performance of this Kentucky Teaching Standard
1 point

Evidence for Standard 11:

Overall Comments:

Student Teacher Candidate

Cooperating Teacher/Supervisor