

Rubric 7i - Impact on Student Learning, World Languages

(for use in SCED 304], addresses ACTFL Standard 5)

Candidate's name: _____ Evaluator's name: _____ Date: _____

Category	Target	Acceptable	Unacceptable
Learning Environment	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a challenging learning environment that promotes mutual respect among students.</p> <p>15 points</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.</p> <p>12 points</p>	<p>The candidate demonstrates respect for students.</p> <p>AND</p> <p>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</p> <p>OR</p> <p>Candidate allows disruptive behavior to interfere with student learning.</p> <p>0-10 points</p>
Engaging Students' Target Learning Communication	<p>Students are engaged in cooperative and culturally contextualized language tasks that clearly connect form and function in the target language</p> <p>Students focus on interpersonal or presentational modes of communication.</p> <p>Candidate links prior academic learning AND personal, cultural, or community assets to new learning.</p> <p>15 points</p>	<p>Students are engaged in cooperative and culturally contextualized language tasks that connect form and function in the target language</p> <p>Students focus on interpersonal or presentational modes of communication.</p> <p>Candidate links prior academic learning to new learning.</p> <p>12 points</p>	<p>Students are participating in tasks that focus primarily on the interpretive mode of communication</p> <p>OR</p> <p>that focus solely on vocabulary and grammar.</p> <p>There is little of no evidence that the candidate links students' prior learning or assets to new learning.</p> <p>0-10 points</p>
Deepening Student Communicative Proficiency in the Target Language	<p>Candidate elicits and builds on students' responses to develop communicative proficiency, making connections between language functions and forms in meaningful cultural context(s).</p> <p>15 points</p>	<p>Candidate elicits student responses related to use of the target language that require going beyond the correct usage of grammar and vocabulary.</p> <p>12 points</p>	<p>Candidate primarily asks surface-level questions about correct usage of grammar and vocabulary and evaluates student responses as correct or incorrect.</p> <p>OR</p> <p>Candidate does most of the talking and students provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p> <p>0-10 points</p>

Providing Feedback to Guide Student Development of Communicative Proficiency in the Target Language	<p>Feedback is specific and addresses both strengths AND needs related to the learning objectives.</p> <p>15 points</p>	<p>Feedback is specific and addresses either needs OR strengths related to the learning objectives.</p> <p>12 points</p>	<p>Feedback is general or unrelated to the learning objectives OR Feedback is developmentally inappropriate. OR Feedback contains significant content inaccuracies. OR No feedback is provided to one or more focus students.</p> <p>0-10 points</p>
Analysis of Student Communicative Proficiency in the Target Language	<p>Analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary. AND Patterns of learning are described for whole class.</p> <p>15 points</p>	<p>Analysis focuses on what students did right and wrong. AND Analysis includes some differences in whole class learning.</p> <p>12 points</p>	<p>Analysis is superficial or not supported by either student work samples or the summary of student learning. OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p> <p>0-10 points</p>
Using Assessment to Inform Instruction	<p>Next steps provide targeted support to individuals or groups to improve their communicative proficiency in the interpretive and the interpersonal/presentational modes of communication.</p> <p>Next steps are connected with research and/or theory.</p> <p>15 points</p>	<p>Next steps propose general support that improves student learning related to assessed learning objectives.</p> <p>Next steps are loosely connected with research and/or theory.</p> <p>12 points</p>	<p>Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues. OR Next steps do not follow from the analysis. OR Next steps are not relevant to the learning objectives assessed. OR Next steps are not described in sufficient detail to understand them.</p> <p>0-10 points</p>
Analyzing Teaching Effectiveness	<p>Candidate proposes changes that address individual and collective learning needs related to the central focus.</p> <p>Candidate makes connections to Second Language Acquisition/ Teaching research and/or theory.</p> <p>10 points</p>	<p>Candidate proposes changes that address students' collective learning needs related to the central focus.</p> <p>Candidate makes superficial connections to research and/or theory.</p> <p>8 points</p>	<p>Candidate proposes changes to teacher practice that are superficially related or unrelated to student learning needs.</p> <p>0-6 points</p>

Comments: