

Rubric for Assignment 3: Interview of Pre-Practicum Teacher

Level of quality Criteria for evaluation	Advanced/excellent	Acceptable/proficient	Unacceptable
<i>Two or three (or more) instances of formative assessment used by the teacher are discussed</i>	<ul style="list-style-type: none"> For each: The usage of formative assessment by the teacher is clearly described. The area of formative practice (according to Black et al.) is identified. 	<ul style="list-style-type: none"> The usage of formative assessment is described, but it is unclear how it is a formative practice or how it is related to the practices described by Black et al. 	<ul style="list-style-type: none"> Vague or diffuse description of the formative practices, not clearly related to the practices explicated by Black et al.
<i>Summary of teacher's responses to questions about formative feedback practices</i>	<ul style="list-style-type: none"> For each formative practice: Clear explanation, deriving from interview, of why teacher used this formative practice and what s/he intended the students to get from it. 	<ul style="list-style-type: none"> Explanations are provided, but they are sometimes unclear or not apparently relevant to the formative practices described. 	<ul style="list-style-type: none"> Explanations are attempted, but unclear and/or not relevant, and do not provide insight into why the teacher used the practice and what s/he hoped students would learn.
<i>Reflections on what you learned</i>	<ul style="list-style-type: none"> For each formative practice: The discussion of what you learned is relevant, and connects to reading from Black et al. 	<ul style="list-style-type: none"> Discussion based on vague understanding of teacher's answers or loose connection to what apparently took place in the class observed. Missed opportunities to make connections to reading assignment. 	<ul style="list-style-type: none"> Discussion of what you learned is missing.
<i>Clarity of writing (includes spelling, grammar, punctuation, essay structure, etc.)</i>	<ul style="list-style-type: none"> Well written, clear, few mistakes 	<ul style="list-style-type: none"> Well written, clear, some mistakes and/or some pieces that don't make sense 	<ul style="list-style-type: none"> Paper does not demonstrate writing proficiency: grammatical errors, no connections between ideas, awkward pacing, poor organization, or difficult to discern points being made.

Holistic Rubric

Advanced/Excellent

Paper is clear and focused. Addresses all items specified in the assignment description. Coherent and holds reader's attention

Acceptable/(Near) Proficient

Writer beginning to define ideas & main points, but development of ideas is basic, general, or unfocused.

Unacceptable

Paper has no clear sense of purpose and lacks direction. Ideas, details or events seem strung together in a random fashion. Reader must make inferences based on sketchy or missing details and explanations.

(comments are written on your paper)