

## **ECED 3187 Practicum Grading Rubric**

*Practicum coaches must use the language of this rubric to provide rationale for each practicum student's final grade. NOTE: Coaches may add "+" or "-" to indicate that a practicum student's performance rests slightly above or slightly below a particular letter grade.*

**A:** Practicum students who receive **A** grades stand out in all respects and show clear signs of being strong pre-service teachers. By the end of the semester, the practicum students 'Meet Expectations of a Completing ECED 3187 Practicum Student' on all of the domains included on the Summary Teaching Observation Report (TOR). These students are willing to take risks, capably analyze their own practice, pinpoint their strengths and weaknesses, and identify what they need to change to improve their practice in the future. They see their lessons in the context of **big ideas or enduring understandings** that guide instruction over time. They have high expectations for their students and for themselves. They demonstrate professionalism by organizing and keeping track of their work effectively, taking initiative, and understanding their role and responsibilities. They complete additional assignments on time and their work demonstrates superior quality. When applicable, they use student work along with research and theory to inform their decision-making and make the best choices they can to ensure high levels of student achievement. They lead instruction in their classrooms and are capable of designing and implementing effective lessons. They collaborate effectively and appropriately with their mentors and respond well to feedback from their mentor teachers and coaches. They end the semester well prepared to refine their future practice as pre-service teachers.

**B:** Practicum students who receive **B** grades do well in a number of aspects of the practicum. By the end of the semester, the practicum students reach 'Approaching Expectations of a Completing ECED 3187 Practicum Student' or 'Meet Expectations of a Completing ECED 3187 Practicum Student' on all of the domains included on the Summary Teaching Observation Report (TOR). They are conscientious about meeting their responsibilities, but may not take initiative. They tend to follow the lead of their mentor teachers, but may not take risks or attempt to add anything of their own to the methods of instruction already being employed. They are able to engage students and teach effective lessons; however, they may not yet have a longer term view of instruction, embedding their lessons in learning and skill development that comes before and follows the lesson. They may not consistently see their lessons as part of a larger body of instruction and are not consistently able to identify **big ideas or enduring understandings** that guide them. They demonstrate their professionalism by doing everything that is expected of them, collaborating effectively with their mentor teachers and using feedback from their coaches to influence their instruction. They end the semester prepared for future field experiences, but will possibly need some support in reaching the highest standards.

**C:** Practicum students receive **C** grades for a few reasons. If students do not understand or meet the expectations for practicum by attending school weekly on the days designated for practicum, participating actively in their classrooms, and collaborating effectively with their mentor teachers and coaches, they will receive **C** grades (or lower). In addition, some practicum students may meet the basic expectations for practicum but fail to progress beyond demonstrating 'Area for Development' performance levels of a Completing ECED 3187 Practicum Student on one or more of the domains included on the Summary Teaching Observation Report (TOR), to engage students, to manage the classroom, or to plan and execute effective instruction. These practicum students also receive **C** grades. They are not well prepared to take on future field experiences and should consider seeking other opportunities to assist in teaching and gain experience and expertise before teaching on their own.