Student Teaching Capstone Presentation Rubric

Element and Standards	Distinguished (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
CENTRAL IDEAS					
ANALYSIS OF STUDENT TEACHING GOALS WVTPS – 1C InTASC – 7 CAEP – 1.1	Candidate states goals which are insightful, reasonable and attainable.	Candidate states goals which are reasonable and attainable.	Candidate states goals which are reasonable but not attainable.	Candidate states goals which are neither reasonable nor attainable.	
INSIGHTS ON EFFECTIVE INSTRUCTION AND ASSESSMENT WVTPS – 3E InTASC – 6 CAEP – 1.1	Candidate identifies the most and least successful activities and assessments and explores the plausible and in-depth reasons for their success or failure.	Candidate identifies the most and least successful activities and assessments and explores the reasons for their success or failure.	Candidate identifies the most and least successful activities and assessments but does not explore the plausible and in-depth reasons for their success or failure	Candidate does not identify the most and least successful activities and assessments and does not explore the plausible and in-depth reasons for their success or failure.	
IMPLICATIONS FOR FUTURE TEACHING WVTPS – 3E InTASC – 6 CAEP – 1.1	Candidate provides specific and relevant ideas for redesigned instruction and assessment and explains in detail why these changes would improve student learning.	Candidate provides ideas for redesigned instruction and assessment and explains why these changes would improve student learning.	Candidate provides few ideas for redesigned instruction and assessment and explains in little detail why these changes would improve student learning.	Candidate does not provide ideas for redesigned instruction and assessment and does not explain why these changes would improve student learning.	
CONSIDERATION OF CONTENT INSTRUCTION WVTPS – 3F InTASC – 2 CAEP – 1.1	Candidate provides a thorough explanation for the instructional design-making based on data from the assessment plan.	Candidate provides an explanation for the instructional design-making based on data from the assessment plan.	Candidate provides limited explanation for the instructional design-making based on data from the assessment plan.	Candidate does not provide an explanation for the instructional design-making based on data from the assessment plan.	
INTERPRETATION OF STUDENT LEARNING WVTPS – 3F InTASC – 2 CAEP – 1.1	Candidate provides extensive evidence on learner achievement and progress made toward the learning goal and/or each objective.	Candidate provides adequate evidence on learner achievement and progress made toward the learning goal and/or each objective.	Candidate provides little evidence on learner achievement and progress made toward the learning goal and/or each objective.	Candidate provides no evidence on learner achievement made and progress toward the objectives.	

IMPLICATIONS FOR PERSONAL AND PROFESSIONAL IMPROVEMENT WVTPS – 4A InTASC – 9 CAEP – 1.1	Candidate identifies more than two areas for improvement and lists and describes a comprehensive plan to improve these areas.	Candidate identifies two areas for improvement and lists and describes a plan to improve these areas.	Candidate identifies one area for improvement and lists and describes a plan to improve this area.	Candidate identifies no areas for improvement and/or does not describe a plan to improve these areas.	
SPEAKING SKILLS					
DICTION AND VOCAL INFLECTION	Candidate clearly enunciates all words in a manner that is not distracting to the listener and consistently alters pitch, tone, and volume as appropriate for emphasis and meaning.	Candidate clearly enunciates most words in a manner that is not distracting to the listener and alters pitch, tone, and volume as appropriate for emphasis and meaning the majority of the time.	Candidate clearly enunciates some words in a manner that is not distracting to the listener and alters pitch, tone, and volume as appropriate for emphasis and meaning some of the time.	Enunciation is not clear, making it difficult to understand during the presentation, and vocal inflection is not used appropriately, making it difficult to hear and understand the candidate's message.	
LANGUAGE/GRAMMAR AND RESPONDING SKILLS	Candidate utilizes language appropriate for the teaching profession during the presentation and does not make any grammatical errors.	Candidate utilizes language appropriate for the teaching profession during the majority of the presentation and does not make more than one grammatical error.	Candidate utilizes language appropriate for the teaching profession during some of the presentation and does not make more than two grammatical errors.	Candidate does not utilize professional language during the presentation; makes three or more grammatical errors.	
NONVERBAL ELEMENTS					
MOVEMENT/GESTURES, FACIAL EXPRESSIONS, EYE CONTACT AND MANNERISMS AND LISTENING SKILLS	Candidate displays appropriate use of movement, facial expressions, eye contact and mannerisms to enhance the verbal message.	Candidate displays movement, facial expressions, eye contact and mannerisms that reinforce the verbal message.	Candidate displays movements, facial expressions, eye contact and/or mannerisms that are somewhat distracting.	Candidate displays movement, facial expressions, eye contact and/or mannerisms that are distracting or inappropriate.	
CONFIDENTIALITY AND ETHICS	Candidate discusses and shares student records in accordance with FERPA. All student work is non-identifiable. Only directory information is included.	Candidate maintains confidentiality concerning student information. Student work is non-identifiable.	Candidate shares student information that includes first names.	Candidate uses identifiable student names in discussion, conversation, or student work.	

WELL GROOMED, DRESSED APPROPRIATELY	Candidate is dressed in a highly professional manner (suit, sport coat, tie, dress); Neat and well-groomed	Candidate is dressed in a professional manner (skirt/blouse, dress pants/blouse, shirt and tie); Generally neat and well-groomed	Candidate is dressed in a casual, but not necessarily professional manner (revealing blouse, open collar, no tie); Fairly neat	Candidate is dressed inappropriately and/or unkempt	
	Target (3 Points)		**Acceptable (2 Points)**	**Unsatisfactory (1 Point)**	**Score**
COMMITMENT TO STUDENTS	Candidate creates a learning environment where all students can learn, treating students equitably and creating a healthy, safe learning environment		Candidate creates a learning environment where students can learn.	Candidate ignores challenging students; creates an inequitable environment; shows favoritism.	
COMMIMENT TO DIVERSITY	Candidate values and celebrates cultural differences; uses a variety of strategies to meet the needs of all students.		Candidate acknowledges cultural differences; uses strategies to meet the needs of all students.	Candidate allows cultural differences to become an obstacle to learning.	
COMMITMENT TO TECHNOLOGY	Candidate integrates age-appropriate and varied technologies into professional instructional practices; uses technology to enhance the educational experiences by actively engaging students.		Candidate integrates technology into professional and instructional practices for communication and presentation.	Candidate's use of technology is developmentally inappropriate and/or lacks an educational purpose.	
COMMITMENT TO PROFESSION	Candidate works cooperatively with teacher colleagues, parents, principals, students, and community leaders to promote learning; uses available resources to promote professional development.		Candidate works with teacher colleagues and students.	Candidate works in isolation and/or demonstrates limited solutions to problems.	

Student Name _____ ID# _____

Content Area _____

Faculty Evaluator _____

University Supervisor Evaluator _____

Public School Evaluator _____

Date of Presentation _____ Final Grade _____

Updated 10/2018