

Candidate: _____ Semester: _____ Date: _____ Course/ Instructor: _____

Student Teaching: Primary Summative Assessment Tool
Scoring Rubric: CEC & NAEYC Standards

Criteria	Criteria Description	1 Unsatisfactory	2 Proficient	3 Advanced	Assign. Score 1, 2, 3	Assign. Score 1, 2, 3	Standards Addressed
					<i>Mid-Term</i>	<i>Final</i>	
Ohio Standard 1: Teachers understand student learning and development and respect the diversity of students they teach NAEYC Standard 1: Promoting child development and learning NAEYC Standard 2: Building family and community relationships NAEYC Standard 5: Using content knowledge to build meaningful curriculum							
1.1 Knowledge of Developmental Characteristics	Display knowledge of how students learn and of the developmental characteristics of age groups.	~does not demonstrate their knowledge of student learning and development; children’s characteristic and needs from birth to age 8	~applies knowledge of student learning and development; children’s characteristics and needs from birth to age 8	~applies and displays their knowledge and development understanding of young children’s characteristic and needs from birth through age 8 specific to age groups			OSTP: 1.1 NAEYC: 1a
1.2 Meet the Needs of Students	Understand what students know and are able to do and use this knowledge to meet the needs of all students.	~does not understand the knowledge of their students and/or are unable to apply students’ knowledge, to meet the needs of young children (birth to age 8)	~ demonstrates meeting the needs of all students by including accommodations and modifications in their planning and teaching	~is able to meet the needs of all students as evidenced by modification and accommodations in lesson planning and teaching; consideration of what students know and are able to do based on candidates understanding of young children’s characteristics and needs from birth to age 8 are evident through pretests, prior documentation of skills, and differentiation of learning strategies			OSTP: 1.2 NAEYC: 1a

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1.3 Consistent Student Expectations	Demonstrate the expectation that all students will achieve to their full potential.	~ does not apply their understanding of early learning standards and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for children that demonstrate the expectation that all students can achieve their full potential	~ applies their understanding, early learning standards, and other resources to develop meaningful and challenging curriculum but does not demonstrate through the curriculum an expectation that all students will achieve to their full potential	~is able to demonstrate the expectation that all students will achieve to their full potential by applying their understanding of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for children			OSTP: 1.3 NAEYC: 5b
1.4 Models of Respect for Diversity	Model respect for students' diverse cultures, language skills, and experiences.	~does not demonstrate respect for students' diverse culture, language, and skills	~ engages in relationships with families and communities that demonstrate respect for students' diverse culture, language, skills and experiences	~creates and maintains respectful, reciprocal relationships with families and communities that demonstrate a respect for student's diverse culture, languages, and experiences			OSTP: 1.4 NAEYC: 2b
1.5 Assist in Appropriate Identification, Instruction, & Intervention	Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.	~ does not recognize the characteristic of gifted students, students with disabilities, or at-risk students. The candidate is unable to assist in the appropriate identification for (gifted students, students with disabilities, and at risk students) based on a lack of knowledge of appropriate early learning standards, and other resources that would help aid in the development, implementation, and evaluation of appropriate and challenging curriculum	~recognizes that all students do not learn at the same rate or have the same learning style, can articulate the needs of the children, but continues to need assistance with designing, implementing, and evaluating curriculum that challenges students all groups (gifted, students with disabilities, and at-risk students)	~uses knowledge of early learning standards, and other resources to design, implement, and evaluate curriculum designed to meet the needs of gifted student, students with disabilities, and at risk students; uses their knowledge, early learning standards, and other resources to assist in the appropriate identification, instruction, and intervention for gifted students, students with disabilities, and at-risk students			OSTP: 1.5 NAEYC: 5c

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Ohio Standard 2: Teachers know and understand the content area for which they have instructional responsibility NAEYC Standard 5: Using content knowledge to build meaningful curriculum							
2.1 Knowledge of Content to Plan Instruction	Know the content I teach and use my knowledge of content specific concepts, assumptions, and skills to plan instruction.	~ does not know or understand the content knowledge, and does not use the resources in the academic discipline to plan instruction	~knows the content and understands the resources in the academic specific to the current lesson plan	~demonstrates knowledge of the content and understands the resources within the academic discipline as evident by their planning of lessons and instruction that consider the concepts, assumptions and skills			OSTP: 2.1 NAEYC: 5a
2.2 Teach Central Concepts & Skills	Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	~ does not use their understanding of the content-specific instructions, central concepts, inquiry tools, and structure of the academic discipline to effectively teach	~understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	~ understands and uses content specific instructional strategies reflective of candidates' knowledge of central concepts, inquiry tools, and structure of content areas			OSTP: 2.2 NAEYC: 5b
2.3 Understand Curricula Priorities & Content Standards	Understand school and district curricula priorities and the Ohio & Core academic content standards.	~ does not demonstrate an understanding of the school and district curricula and the content standards	~displays knowledge of the school and district priorities, along with the academic content standards by developing lessons that address the standards	~demonstrates an understanding of both the schools and district curricular priorities and the academic content standards by applying their understanding of content knowledge and resources in academic disciplines when teaching			OSTP 2.3 NAEYC: 5a
2.4 Connect to Other Content	Understand the relationship of knowledge within the discipline to other content areas.	~does not demonstrate a knowledge of the relationships within the discipline to other content areas	~demonstrates understanding of the relationships of knowledge within a discipline to another content areas as evident the academic disciplines in planning	~ demonstrates a strong understanding of the relationships of knowledge within the discipline to other content areas as evident by integrating content while teaching			OSTP: 2.4 NAEYC: 5a

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2.5 Connect Content to Life Experience	Connect content to relevant life experiences and career opportunities.	~does not design, implement, or evaluate developmentally meaningful and challenging curriculum for children that connect and are relevant to life experiences and career opportunities	~ uses own knowledge, appropriate early learning standards, and other resources to design implement, and evaluate developmentally meaningful and challenging curriculum for children, that connect and are relevant to life experiences and career opportunities	~ uses their own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, child centered, inquiry based, and challenging curriculum for children that connect and are relevant to life experiences and career opportunities			OSTP: 2.5 NAEYC: 5c
Ohio Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning NAEYC Standard 2: Building family and community relationships NAEYC Standard 3: Observing, documenting, and assessing to support young children and families NAEYC Standard 4: Using developmentally effective approaches							
3.1 Knowledge of Assessments	Know about assessment types, their purposes and the data they generate.	~ does not display knowledge of assessment types, their purposes, and the data they generate	~ displays knowledge of assessment types, their purposes, and the data they generate	~ displays and applies knowledge of assessment types, their purposes, and the data they generate by creating and implementing varied assessments to meet students' needs and ensure student learning			OSTP: 3.1 NAEYC: 3a
3.2 Using a Variety of Assessments	Select, develop, and use a variety of diagnostic, formative, and summative assessment.	~does not select, develop or use a variety of diagnostic, formative and summative assessments	~ selects, develops, or uses a variety of diagnostic, formative, and summative assessments	~uses student's prior learning and needs to select, develop, and use diagnostic, formative, and summative assessments which evaluate students, inform instruction, and ensure student learning			OSTP: 3.2 NAEYC: 3b
3.3 Analysis of Data	Analyze data to monitor student	~uses assessments with students but does not	~ uses assessment data to analyze and monitor student	~ uses assessment data from varied assessments to analyze			OSTP: 3.3 NAEYC: 3a

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	progress and learning and to plan, differentiate and modify instruction.	analyze data	progress and learning, to differentiates and modifies instruction	data and monitor student progress and learning; then uses the analysis to plan, differentiate, and modify instruction by creating a classroom environment to meet the needs of diverse learners and ensure student learning			
3.4 Collaborate & Communicate Student Progress	Collaborate and communicate student progress with students, parents, and colleagues.	~ does not collaborate and communicate student progress with students, parents, and colleagues	~ communicates student progress to students, parents, and colleagues	~ works collaboratively with students, parents, and colleagues to analyze assessment data; develops learning goals based on the collaboration and the assessment data results to ensure student learning			OSTP: 3.4 NAEYC: 2b
3.5 Involving Learners in Self-Assessment	Involve learners in self-assessment and goal setting to address gaps between performance and potential.	~ does not involve learners in self-assessment and goal setting	~involves learners in self-assessment and goal setting to address gaps between performance and potential	~ involves learners in self-assessment and goal setting to address gaps between performance and potential by sharing assessment data with the learner and providing relevant feedback to ensure student learning; collaborates with the learner to set goals to meet the learner's potential			OSTP: 3.5 NAEYC: 4c

Ohio Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student

NAEYC Standard 1: Promoting child development and learning

NAEYC Standard 4: Using developmentally effective approaches

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NAEYC Standard 5: Using content knowledge to build meaningful curriculum							
4.1 Align Goals & Activities	Align my instructional goals and activities with school and district priorities and the Ohio academic content standards.	~ fails to align instructional goals and activities with school district priorities and the Ohio academic content standards	~aligns instructional goals and activities with school and district priorities and Ohio academic content standards	~ instructional goals and activities are in alignment with district policies and Ohio academic content standards in daily lesson plans and activities			OSTP: 4.1 NAEYC: 4d
4.2 Use of Student Learning & Performance	Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	~ does not use information about students' learning and performance to plan and deliver instruction that will close the achievement gap	~ uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap	~ uses information about the students' learning and performance to plan and deliver instruction that will close the achievement gap and advance the learning of each individual student by planning activities and lessons that meet the diverse needs of the learners			OSTP: 4.2 NAEYC: 5c
4.3 Communicate & Link Defined Goals to Instruction	Communicate clear learning goals and explicitly link learning activities to those defined goals.	~ does not communicate clear learning goals and explicitly link learning activities to those defined goals	~ communicates clear learning goals and activities explicitly linked to those defined goals	~ communicates clear learning goals and explicitly links the learning activities to those defined goals; plans and delivers instruction that advances the learning of each individual student by differentiating plans and activities to meet the learning goals that were communicated			OSTP: 4.3 NAEYC: 5c
4.4 Instructional Design & Delivery	Apply knowledge of how students think and learn to instructional design and delivery.	~ does not apply knowledge of how students think and learn to instructional design and delivery	~displays knowledge of how students think and learn through the design and delivery of instruction based on the knowledge	~designs and delivers instruction based on their knowledge of how students think and learn by planning and executing differentiated lessons to advance the learning of each individual student			OSTP: 4.4 NAEYC: 1a
4.5 Differential Instruction	Differentiate instruction to support the learning needs of all	~ does not differentiate instruction to support the learning needs of all students	~ differentiates instruction to support the different learning needs of students	~ differentiates instruction for all students by using data from assessments to analyze student needs and creating			OSTP: 4.5 NAEYC: 5c

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	students, including students identified as gifted, students with disabilities and at-risk students.			plans that deliver instruction to meet the individual needs of students			
4.6 Develop Independent Learners & Problem-solvers	Create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	~ does not create and select activities that are designed to help students develop as independent learners and complex problem-solvers	~ creates and selects activities that are designed to help students develop as independent learners and complex problem-solver	~creates and selects inquiry based activities to develop complex problem solving skills and independent learning in all students			OSTP: 4.6 NAEYC: 4c
4.7 Using Resources Effectively	Use resources effectively, including technology, to enhance student learning.	~uses technology with no relation to student learning	~uses available resources effectively, including technology, to enhance student learning	~through research and practices, uses resources effectively, including technology to enhance student learning by introducing students to varied resources and technology			OSTP: 4.7 NAEYC: 4b
Ohio Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students							
NAEYC Standard 1: Promoting child development and learning							
NAEYC Standard 4: Using developmentally effective approaches							
5.1 Establish a Respectful Learning Environment	Treat all students fairly and establish an environment that is respectful, supportive, and caring.	~ does not use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children as evident by the treatment of students that is not fair and a learning environment that is not respectful, supportive, or caring	~uses developmental knowledge to create a learning environment that reflects understanding and application of treating all students fairly	~ uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children as evident by the treatment of students that is fair and a learning environment that is respectful, supportive, and caring			OSTP: 5.1 NAEYC: 1c
5.2 Create a Safe Environment	Create an environment that is physically and emotionally safe.	~ does not develop an environment that is physically and emotionally safe	~creates an environment that is physically safe and does not considers the emotional needs of the	~ creates an environment that is physically and emotionally safe, as evident by their using developmental knowledge to			OSTP: 5.2 NAEYC: 1c

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			students	create healthy respectful, supportive, and challenging learning environment for all children			
5.3 Motivate Students	Motivate students to work productively and assume responsibility for their own learning.	~ does not motivate students to work productively and assume responsibility for their own learning by failing to use effective strategies and tools for early education	~is able to motivate students to work productively and assume responsibility for their own learning	~motivates all students to work productively and assume responsibility for their own learning as evident by teacher's application of effective strategies and tools for early education, including appropriate uses of technology			OSTP: 5.3 NAEYC: 4b
5.4 Create Learning Situations	Create learning situations in which students work independently, collaboratively and/or as a whole class.	~learning situations are reflective of student working independently	~creates learning situations that allow students to work independently, collaboratively, and/or as a whole class by applying only one type of teaching or learning approach	~creates learning situations consistently that allow students to work independently, collaboratively and as a whole class by applying a broad repertoire of developmentally appropriate teaching and learning approaches			OSTP: 5.4 NAEYC: 4c
5.5 Maintain a Conducive Learning Environment	Maintain an environment that is conducive to learning for all students.	~does not maintain an environment that is conducive to learning for students	~maintains an environment that is conducive to learning for students	~consistently maintain an environment that is conducive to learning for all students as evident by the teacher using developmental knowledge to create healthy, respectful supportive and challenging learning environments for all young children			OSTP: 5.5 NAEYC: 1c
Ohio Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning							
NAEYC Standard 2: Building family and community relationships							
NAEYC Standard 6: Becoming professional							
6.1 Communication	Communicate clearly and	~ does not communicate clearly and effectively	~communicates clearly and effectively to provide	~ communicates clearly and effectively in effective verbal,			OSTP: 6.1 NAEYC: 2c

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	effectively.		information to families and staff	nonverbal and media communication techniques in order to involve families and communities in students' development and learning			
6.2 Share Responsibility with Parents/ Caregivers	Share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	~ does not create relationships with families that promote and support student learning, development (emotional and physical) and mental health	~creates or maintains relationships with all families (parents and caregivers) that promote and support student learning, development (emotional and physical) and mental health	~creates and maintains respectful, reciprocal relationships with families (parents and caregivers) by sharing the responsibility of supporting student learning, emotional and physical development and mental health			OSTP: 6.2 NAEYC: 2b
6.3 Collaboration with School Personnel	Collaborate effectively with other teachers, administrators, and school and district staff.	~ does not collaborate with other teachers, administrators and school staff and does not use technology to inform practice and as a professional resource	~works collaboratively with other teachers, administrators, school staff, and district staff	~effectively collaborates with teachers, administrators, and school staff by using technology effectively to inform practice and as a professional resource			OSTP: 6.3 NAEYC: 6c
6.4 Collaboration with the Community	Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	~ does not promote a positive learning environment by collaborating effectively with local community, agencies and families through reciprocal, respectful relationships	~creates and maintains relationships with local community, agencies and families to promote a positive environment for student learning	~ promotes a positive learning environment by collaborating effectively with local community, agencies, and families to create respectful, reciprocal relationships			OSTP: 6.4 NAEYC: 2b
Ohio Standard 7: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community							
NAEYC Standard 6: Becoming professional							
7.1 Professional Conduct	Understand, uphold, and follow professional ethics,	~engages in behavior that reflects limited awareness of professional ethics and	~engages in practice that is reflective of ethical and professional knowledge in	~ displays advanced knowledge of ethical standards and other early childhood professional			OSTP: 7.1 NAEYC: 6b

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	policies, and legal codes of professional conduct.	conduct	their daily interactions with children, parents, peers, and supervisors	guidelines by facilitating professional practice in all classrooms through modeling for other teachers			
7.2 Professional Development	Take responsibility for engaging in continuous, purposeful professional development.	~ does not display evidence of engaging in professional development as there is limited effort noted for teaching and learning	~ engages in continuous, collaborative learning to inform practice	~takes responsibility for engaging in continuous, purposeful professional development, including using technology as a professional resource, to participate in professional development to inform their practice in planning, teaching, and assessment			OSTP: 7.2 NAEYC: 6c
7.3 Seek Opportunities to Make Positive Impacts	Become an agent of change who seeks opportunities to make positive impact on teaching quality, school improvements, and student achievement.	~ does not act as an advocate for change and/or does not support the profession and young children	~ maintains a position as an advocate for change by focusing on one to two of the three areas: teaching quality, school improvement or student achievement	~acts as an agent of change to advocate for both young children and the profession by positively impacting all three areas: teaching quality, school improvement and student achievement; maintains their position as an advocate for change			OSTP: 7.3 NAEYC: 6e
NCTQ 8: Classroom Management	Teachers assume responsibility for the implementation of a classroom management system that is developmentally appropriate and responsive to the individual needs of the students.	~a classroom management is designed for the whole class and is inefficient	~ a classroom management system is implemented in the classroom that is developmentally appropriate and responsive to the individual needs of students	~ a classroom management is reflective of both group and individual behavioral management strategies that are developmentally appropriate and individual plans are reflective of specific needs of the students			NAEYC: 4a