

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;">WTS 2 Growth and Development</p> <p style="text-align: center;">Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction shows little if any concern for the developmental needs of students. <input type="checkbox"/> Appears to assume that students have no prior knowledge. <input type="checkbox"/> Tends to implement curricular materials as given with no opportunities for students to influence the direction of their learning even when the curricular materials grant such an opportunity. <input type="checkbox"/> No concern for student thinking, growth, and experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction shows only superficial effort to address the developmental needs of students and <input type="checkbox"/> little apparent concern for students' prior knowledge. <input type="checkbox"/> Tends to implement curricular materials exactly giving students the opportunity to influence the direction of their learning only when materials explicitly grant such an opportunity. <input type="checkbox"/> Devotes little attention to accessing student thinking, growth, and experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction occasionally shows a concern for the students' developmental needs, but <input type="checkbox"/> makes only vague connections with students' prior knowledge. <input type="checkbox"/> Students given minimal opportunities to decide the direction or nature of their study. <input type="checkbox"/> Instruction provides some opportunities for accessing student thinking, growth, and experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction consistently shows attention to student developmental needs and <input type="checkbox"/> makes connections with students' prior knowledge. <input type="checkbox"/> Students given occasional opportunities to influence the scope and direction of their study and to assume responsibility for designing and implementing their learning alternatives. <input type="checkbox"/> Instruction provides multiple opportunities for accessing student thinking, growth, and experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction shows deliberate, well-grounded attention to students' developmental needs and <input type="checkbox"/> engages students in making connections with their prior knowledge. <input type="checkbox"/> Students given multiple opportunities for students to influence the scope and direction of their study and to assume responsibility for designing and implementing their learning alternatives. <input type="checkbox"/> Instruction provides extensive opportunities for accessing student thinking, growth, and experiences.

Comments:

Evaluator

Date