

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 6 Communication</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Non-verbal messages frequently contradict verbal messages and confound student learning. <input type="checkbox"/> Usually misses or ignores student cues indicating their level of understanding of classroom dialogue. <input type="checkbox"/> Relies exclusively on spoken or written language for communication. <input type="checkbox"/> Appears to assume that classroom dialogue is unbiased and free of embedded cultural messages. <input type="checkbox"/> Generally does not comprehend student questions and often does not try to answer them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows limited appreciation of the impact of both verbal and non-verbal language on student learning. Frequently misses student cues indicating both understanding or misunderstanding of classroom dialogue. <input type="checkbox"/> Relies exclusively on spoken or written language for communication <input type="checkbox"/> Does not consider the possibility that classroom use of language may carry embedded cultural messages. <input type="checkbox"/> Shows difficulty in comprehending students' questions and constructing clear answers or probing questions to extend student thinking. <input type="checkbox"/> Does not understand the concept of "teachable moments." 	<ul style="list-style-type: none"> <input type="checkbox"/> Tends to be uncertain of how to coordinate use of both verbal and non-verbal language to support learning. Frequently recognizes student cues indicating their level or understanding of classroom dialogue. <input type="checkbox"/> Tends to rely exclusively on spoken language or reading written text. <input type="checkbox"/> Generally appears to appreciate the possibility that classroom use of language may carry embedded cultural messages. <input type="checkbox"/> Appears to comprehend students' questions, but often struggles to provide needed information or a question supporting extension of student thinking. <input type="checkbox"/> When "teachable moments" have been identified by others, can appreciate them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal and non-verbal language coordinated and attentive to the cues given and received. <input type="checkbox"/> Uses at least one communication strategy in addition to spoken or written language. <input type="checkbox"/> Shows sensitivity to the possibility that classroom use of language may carry embedded cultural messages. <input type="checkbox"/> Comprehends students' questions; gives targeted, verbally efficient information, but often misses opportunities to extend student thinking by asking a question rather than giving information. <input type="checkbox"/> Often recognizes "teachable moments" without prompting, but makes hesitant efforts to build on them as they occur. 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal and non-verbal language shows consistency, fluidity, and sensitivity to cues. <input type="checkbox"/> Uses effective communication strategies including visual, aural, and kinesthetic cues in addition to written or spoken language. <input type="checkbox"/> Generally shows a keen understanding that while language is used for different purposes in the classroom, its usage style may carry cultural messages in addition to the discipline specific content being considered. <input type="checkbox"/> Comprehends students' questions; gives targeted, verbally efficient information, usually takes advantage of opportunities to extend student thinking by asking a question rather than giving information. <input type="checkbox"/> Recognizes and capitalizes on "teachable moments."

Comments:

Evaluator

Date