

## EDUC 204 Families, Communities, and Culture Diversity Statement of Informed Beliefs Scoring Rubric

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

| <b>ICTS 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.</b> |              |  |  |  |
|---|--------------|--|--|--|
| <b>Indicators</b>   | <b>Score</b> | <b>Indicator Not Met<br/>(0 Points)</b>  | <b>Indicator Acceptable<br/>(2 Points)</b>   | <b>Indicator At Target<br/>(4 Points)</b>  |
| Acknowledges his or her <b>responsibility</b> to ensure that all students learn.  |              | Displays no evidence of acknowledging a responsibility for all students' learning.   | Displays adequate understanding of the teachers' responsibility for ensuring that all students learn.  | The acknowledgement of his or her responsibility to ensure that all students learn is fully and clearly addressed and supported by convincing evidence.                                |
| Recognizes that teacher <b>expectations</b> influence student learning.   |              | Displays no evidence of understanding that teacher expectation influence student learning.   | Recognition that teacher expectation influence student learning is adequately addressed.   | Displays recognition that teacher expectations influence student learning fully and clearly and is supported by convincing evidence.   |
| Understands the importance of using information about <b>students' families, cultures, and communities</b> as a basis for connecting instruction.                                   |              | Displays no evidence of understanding the importance of using information about students' families, cultures, and communities as a basis for connecting instruction. | Displays adequate evidence of understanding the importance of using information about student's families, cultures, and communities as a basis for connecting instruction. | Displays clear and compelling evidence of understanding the importance of using information about students' families, cultures, and communities as a basis for connecting instruction. |
| Recognizes the importance of <b>students' experiences</b> to foster diversity.  |              | Displays no evidence of recognizing the importance of using students' experiences in teaching and learning.  | Displays adequate evidence of recognizing the importance of using students' experiences in teaching and learning.  | Displays clear and convincing evidence of recognizing the importance of using students' experiences in teaching and learning.  |
| Acknowledges adjustment in planning, delivery, and assessment.  |              | Displays no evidence of acknowledging planning, delivery, and assessment.  | Displays adequate evidence of understanding the importance of using effective planning, delivery, and assessment.  | Displays thorough and compelling evidence of all three: planning, delivery, and assessment.  |
| Throughout the essay student explains and gives examples of how to ensure that all students can learn.  |              | Displays no examples to illustrate information mentioned.  | Displays adequate <b>examples</b> of how the teacher can influence learning.   | Displays compelling examples, which thorough explain ideas mentioned within the essay.   |
| <b>Points for Grading</b>   | /24          | 0 – 16   | 17 – 22  | 21 – 24  |
| <b>Rating of Standard<br/>ICTS 3</b>  | /2           | Standard Not Met<br>0  | Standard Acceptable<br>1   | Standard At Target<br>2  |

| <b>ICTS 9: The teacher uses alternative theoretical perspectives and research to guide instructional decision-making and reflection on practice.</b> |              |   |  |   |
|--|--------------|---|--|---|
| <b>Indicators</b>  | <b>Score</b> | <b>Indicator Not Met<br/>(0 Points)</b>   | <b>Indicator Acceptable<br/>(2 Point)</b>  | <b>Indicator at Target<br/>(4 Points)</b>   |
| <b>Integrates learning theories presented in class discussion and readings and incorporates student development and learning abilities.</b>          |              | Does not interpret textbook information and class discussion, and/or apply theories of human development. | Displays evidence of textbook information, class discussion, and human development using 15 terms and two theorists, which are <b>bold and underlined.</b> | <b>Interprets and thoroughly describes</b> textbook information, class discussion, and human development through the integration of two theoretical perspectives. |
| <b>Total</b>   | <b>/4</b>    | <b>0-2</b>  | <b>3</b>   | <b>4</b>  |
| <b>Rating of Standard<br/>ICTS 9</b>   | <b>/2</b>    | <b>Standard Not Met<br/>0</b>   | <b>Standard Acceptable<br/>1</b>   | <b>Standard at Target<br/>2</b>   |

| <b>ICTS 6: The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</b> |              |   |   |  |
|---|--------------|---|---|--|
| <b>Indicators</b>   | <b>Score</b> | <b>Indicator Not Met<br/>0 points</b>   | <b>Indicator Acceptable<br/>(2 points)</b>  | <b>Indicator at Target<br/>(4 points)</b>  |
| Writes effectively in communicating ideas   |              | Writing is unclear and difficult to understand.                                 | Writing is generally clear and understandable.  | Writing is especially clear and understandable; ideas are presented in a convincing manner, using cover sheet, introduction, and conclusion. |
| Writes with clarity   |              | Writing contains many grammar, punctuation, word usage, and/or spelling errors. | Writing has a few grammar, punctuation, word usage, or spelling errors.                   | Writing has no errors in grammar, punctuation, word usage, and/or spelling errors.   |
| Follows designated format   |              | Student does not use designated format.   | Generally follows designated APA format using subtitles, indentations, and proper spacing | Completely follows designated format including proper title and subtitles  |
| References and citations  |              | Does not have a proper citation and/or reference page                           | Student uses quotation and/or summarizes another's ideas with few errors.                 | Citation(s) and Reference(s) are in APA format with no errors within paper or on Reference page.   |
| <b>TOTAL</b>  | <b>/16</b>   | <b>0-10</b>   | <b>11-14</b>  | <b>15-16</b>   |
| <b>Rating of Standard<br/>ICTS 6</b>  |              | <b>Standard Not Met<br/>0</b>   | <b>Standard Acceptable<br/>1</b>  | <b>Standard at Target<br/>2</b>  |
| <b>Diversity Statement of Informed Beliefs Essays</b>   |              | <b>Not Met</b>  | <b>Acceptable</b>   | <b>At Target</b>   |
| <b>Score</b>  |              | <b>0-30</b>   | <b>31-39</b>  | <b>40-44</b>   |

**Total Points for Grading:** /44

**ICTS 3 Standard Rating:** /2

**ICTS 9 Standard Rating:** /2

**ICTS 6 Standard Rating:** /2