

EDUC 205 Developmental/Individual Differences Individual Differences Student Profile Scoring Rubric

Name: _____ Instructor: _____

Course: _____ Semester: _____ Year: _____

ICTS 2: <i>The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.</i>				
Indicators	Score	Indicator Not Met (0 Points)	Indicator Acceptable (2 Points)	Indicator at Target (4 Points)
Provides a perspective of general development through observation.		The interpretation does not include examples of physical development.	The interpretation includes some examples of general development.	The interpretation provides comprehensive examples of general development.
Interprets observation data in relationship to physical development and student learning.		The interpretation does not relate characteristics of physical development to student learning.	The interpretation adequately integrates characteristics of physical development to student learning.	The interpretation comprehensively integrates characteristics of physical development to student learning.
Interprets observation data in relationship to cognitive development and student learning.		The interpretation does not relate characteristics of cognitive development to student learning.	The interpretation integrates characteristics of cognitive development to student learning through some examples.	The interpretation comprehensively integrates characteristics of cognitive development to student learning.
Interprets observation data in relationship to socioemotional development and student learning.		The interpretation does not relate characteristics of socioemotional development to student learning.	The interpretation integrates characteristics of socioemotional development to student learning through some examples.	The interpretation comprehensively integrates characteristics of socioemotional development to student learning.
Provides a perspective of human development through summary of domains: general, physical, cognitive, and socio-emotional.		The interpretation summarizes 0-2 domains of development and learning to child/classroom observations.	The interpretation summarizes 2-3 domains of development and learning to child/classroom observations.	The interpretation summarizes all four domains of development and learning to child/classroom observations.
Provides principles of development and learning through conclusion of strengths and weaknesses.		The interpretation summarizes 0-2 principles of development and learning to child/classroom observations.	The interpretation summarizes 3-4 principles of development and learning to child/classroom observations.	The interpretation summarizes 5-6 principles of development and learning to child/classroom observations.
Provides implication of observation data in relationship to physical development and student learning through suggested strategies.		The implications suggest 0-2 developmental and learning strategies pertinent to child/classroom observations.	The implications suggest 3-4 developmental and learning strategies pertinent to child/classroom observations.	The implications suggest 5-6 developmental and learning strategies pertinent to child/classroom observations.
Total	/28	0-19	20-24	25-28
Rating of Standard ICTS 2	/2	Standard Not Met 0	Standard Acceptable 1	Standard At Target 2

ICTS 9: <i>The teacher uses alternative theoretical perspectives and research to guide instructional decision-making and reflection on practice.</i>				
Indicators	Score	Indicator Not Met (0 Points)	Indicator Acceptable (2 Point)	Indicator at Target (4 Points)
Integrates theories of human development presented in class discussion and readings pertaining to student development and learning.		Interprets observation data, but applies no theories of human development.	Interprets observation data by applying human development discussed in class and in the textbook using 15 terms and two theorists, which are <u>bold and underlined.</u>	Thoroughly interprets observation data through the integration of two theoretical perspectives using 15 terms.
Total	/4	0-2	3	4
Rating of Standard ICTS 9	/2	Standard Not Met 0	Standard Acceptable 1	Standard at Target 2

ICTS 6: The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.				
Indicators	Score	Indicator Not Met 0 points	Indicator Acceptable (2 points)	Indicator at Target (4 points)
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 citation and/or reference page.	Student uses quotation 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.
TOTAL	/16	0-10	11-14	15-16
Rating of Standard ICTS 6		Standard Not Met 0	Standard Acceptable 1	Standard at Target 2
Individual Differences Student Profile Essay		Not Met 0-33	Acceptable 34-42	At Target 43-48
Total Points for Grading				/48
ICTS 2 Standard Rating				/2
ICTS 9 Standard Rating				/2
ICTS 6 Standard Rating				/2