

## Analytic Scoring Rubric ESL Teaching Internship Evaluation, Fall 2011

Score Points	1	2	3	4
Domain	Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
<b>3.a. Planning Instruction</b>	Plans for a teacher-centered classroom, does not diversify instruction, and does not address standards.	Plans activities that may not be research-based, does not diversify instruction, nor addresses either ESL or content-based standards.	Plans research-based classroom activities supportive of diversity, bases learning activities on both ESL and content-based standards, and provides scaffolding for learning.	Plans and delivers research-based instructional activities for multilevel classrooms that are supportive of linguistically and culturally diverse students, including those with special needs, bases learning activities on both ESL and content-based standards, and provides a variety of scaffolding for learning.
<b>3.b. Managing &amp; Implementing Instruction</b>	Does not use activities that integrate language skills and content objectives.	Demonstrates use of a limited range of teaching activities that may address only language objectives.	Demonstrates use of teaching activities that integrate language skills and content objectives.	Demonstrates use of a broad range of teaching activities that integrate listening, speaking, reading, and writing with content objectives and provide access to the core curriculum.
<b>3.c. Using Resources</b>	Does not use culturally-responsive, age-appropriate or linguistically-accessible materials or technologies.	Uses culturally-responsive, age-appropriate, and/or linguistically-accessible materials and technologies.	Adapts and uses culturally-responsive, age-appropriate, and linguistically-accessible materials and technologies.	Selects, adapts, and uses a wide variety of culturally-responsive, age-appropriate, and linguistically-accessible materials, including a range of technologies and resources that promote students' home languages.
<b>4.c. Classroom-Based Assessment</b>	Does not use performance-based assessment tools.	Uses a limited range of performance-based assessment tools and may use them inappropriately, not provide scaffolding, or not analyze results to inform instruction.	Uses a variety of scaffolded tasks and performance-based assessment tools (including student self-assessment) to inform classroom instruction.	Designs and administers a wide variety of tasks and criterion-referenced, formative, performance-based assessment tools (including student self-assessment) based on classroom instruction, provides necessary scaffolding, and uses results appropriately to inform instruction.