

Score	4	3	2	1
Traits	Exceeds Expectations	Meets Expectations	Below Expectations	Does Not Meet Expectations
<b>Grammar and spelling</b>  25 points	Outstanding writing skills. Grammar and spelling are correct.	Average writing skills. Grammar and Spelling are for the most part correct.	Below average writing skills. Grammar and spelling errors are common.	Poor writing skills. Many grammar and spelling errors.
<b>Demographic knowledge of classroom, school, and community</b>  75 points	Consistent and complete description of the classroom, school, and community, and the resources available.	Descriptions provided for all of the following: classroom, school, and community, and the resources available.	Minimal description of one or more of the following: classroom, school, and community, and the resources available.	Incomplete or no description provided for one or more the following: classroom, school, and community, and the resources available.
<b>Analysis of student interest surveys</b>  50 points.	Consistent and complete discussion of interest surveys to determine instructional choices.	Sufficient discussion of interest surveys to determine instructional choices included.	Minimal discussion of interest surveys to determine instructional choices.	Incomplete or no discussion of interest surveys to determine instructional choices.
<b>Analysis of pre-assessment</b>  50 points	Consistent and complete discussion of pre-assessment to determine instructional choices.	Sufficient discussion of pre-assessment to determine instructional choices included.	Minimal discussion of pre-assessment to determine instructional choices.	Incomplete or no discussion of pre-assessment to determine instructional choices.
<b>Quality of student interest survey and pre-assessment</b> 25 points	Well-constructed and aligned to the standards of the focus topic.	Shows good construction and alignment to the focus topic.	Minimal construction and alignment to the focus topic.	Poorly constructed or not aligned to the focus topic.
<b>Lesson plan</b>  50 points	Lesson plan is clear and well-written to the standards of the MBU template.	Lesson plan is clear and follows the MBU template.	Lesson plan is not clearly written and/or does not follow the MBU template.	Lesson plan is poorly written and does not follow the MBU template, or is not provided at all.

<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Traits</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Instructional strategies</b>  <b>100 points</b>	At least 5 instructional strategies are clearly explained according to the prompts provided in the directions.	3 or 4 instructional strategies are included and explained according to the prompts provided in the directions.	Less than three instructional strategies are included and/or are partially explained according to the prompts provided in the directions.	Less than three instructional strategies are included and are not explained according to the prompts provided in the directions.
<b>Learning activities</b>  <b>100 points</b>	At least 5 learning activities are clearly explained according to the prompts provided in the directions.	3 or 4 learning activities are included and explained according to the prompts provided in the directions.	Less than three learning activities are included and/or are partially explained according to the prompts provided in the directions.	Less than three learning activities are included and are not explained according to the prompts provided in the directions.
<b>Assessment items</b> <b>25 points</b>	4-5 items of data are collected.	2-3 items of data are collected.	One item of data is collected.	No data is collected.
<b>Analysis of assessments</b>  <b>200 points</b>	Analysis of formative and summative assessment data is consistent and complete.  Modifications of instruction are clear including many examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.	Analysis of formative and summative assessment data is included and addresses the prompts.  Modifications of instruction are included with some examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.	Analysis of formative and summative assessment data is inconsistent and/or incomplete.  Modifications of instruction are unclear with few examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.	Analysis of formative and summative assessment data is not included.  Modifications of instruction are not provided and/or no examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students are included.

Score	4	3	2	1
Traits	Exceeds Expectations	Meets Expectations	Below Expectations	Does Not Meet Expectations
<b>Communication of progress toward goals</b>  <b>50 points</b>	Explanation of communication of progress toward the goals of the focus topic are clear and complete with 3-4 examples provided.	Explanation of communication of progress toward the goals of the focus topic are clear and complete with 2-3 examples provided.	Explanation of communication of progress toward the goals of the focus topic are not clear or are incomplete with less than two examples provided.	Explanation of communication of progress toward the goals of the focus topic are not clear or are incomplete with no examples provided.
<b>Focus students</b>  <b>100 points</b>	Clear and complete descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts.	Somewhat clear and complete descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts.	Partial descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts or the prompts are not addressed.	Few or no descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts or the prompts are not addressed.
<b>Reflections</b>  <b>100 points</b>	All of the prompts are clearly and consistently addressed providing ample evidence to support reflection.	All the prompts are addressed providing sufficient evidence to support the reflection.	Prompts are not clearly addressed and/or insufficient evidence to support the reflection is provided.	Not all of the prompts are addressed and/or little evidence to support the reflection is provided.
<b>Strengths and weaknesses of reflective practitioner</b>  <b>50 points</b>	A thorough description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	A description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	A partial description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	Limited or no description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.