

Rubric for Teaching Minute Case Studies

<i>Focus Area</i>	<i>1 Point</i>	<i>3 Points</i>	<i>5 Points</i>	<i>Weight and Points Awarded</i>
Part I. <i>Context of the Case</i>	Description of the case is incomplete or unclear	Description of the case is superficial	Description of the case establishes context and meaning to responses in Part II, III, and IV.	<i>/5</i>
Part II. <i>Interaction with the case as a developing professional</i>	Responses to the questions are incomplete or unclear	Responses to the questions are superficial	Responses to the questions are complete	<i>/5</i>
Part III. <i>Connections to the students' academic development:</i> <i>(a) Promotes learner-engagement;</i> <i>(b) Attends to developing students' knowledge;</i> <i>(c) Utilizes assessment tasks for/of learning; and</i> <i>(d) Promotes community-building within the classroom, school, and children's lived experiences.</i>	Connections students' academic development are not obvious or do not attend to each of the four areas.	Connections students' academic development attend to each of the four areas but are not supported with example	Connections students' academic development to each of the four areas and are supported with example.	<i>x 2</i> <i>/10</i>
Part IV. <i>Representations of the InTASC Model Core Teaching Standards and/or PBIS</i>	Discussion about the teacher's level of performance, essential knowledge and critical dispositions as outlined by the selected InTASC standard(s) or PBIS are not obvious or do not attend to all three areas.	Discussion about the teacher's level of performance, essential knowledge and critical dispositions as outlined by the selected InTASC standard(s) or PBIS attend to all three areas but not supported with evidence from the case.	Discussion about the teacher's level of performance, essential knowledge and critical dispositions as outlined by the selected InTASC standard(s) or PBIS attend to all three areas and supported with evidence from the case.	<i>x 3</i> <i>/15</i>
Total Points				<i>/35</i>