

STUDENT TEACHING EVALUATION RUBRICS ESL/BILINGUAL EDUCATION

These rubrics for assessing student teachers are based on the seven Wisconsin ESL/BIED Teacher Standards for initial educators. The expectations embedded in the rubrics are for beginning teachers as they enter the profession. The evaluation results will provide guidance to the candidate and to the institution regarding plans for professional development and program development.

Please follow the rubrics below in completing the Student Teaching Evaluation.

Assessment Levels: 5 4 3 2 1

	Excellent (5)	Target (4)	Adequate (3)	Low Beginning (2)	Not Acceptable (1)
1. Language Competence	This student has demonstrated an excellent degree of fluency in English, comprehension of the linguistic and paralinguistic features of English, and recognition of the processes through which languages are acquired in both formal and informal contexts.	This student has demonstrated a high degree of fluency in English, comprehension of the linguistic and paralinguistic features of English, and recognition of the processes through which languages are acquired in both formal and informal contexts.	This student has demonstrated an adequate degree of fluency in English, comprehension of the linguistic and paralinguistic features of English, and recognition of the processes through which languages are acquired in both formal and informal contexts.	This student has demonstrated a low beginning degree of fluency in English, comprehension of the linguistic and paralinguistic features of English, and recognition of the processes through which languages are acquired in both formal and informal contexts.	This student has failed to demonstrate fluency in English, comprehension of the linguistic and paralinguistic features of English, and recognition of the processes through which languages are acquired in both formal and informal contexts.
2. Developmental, Social, Political, and Cultural Contexts	This student has demonstrated an excellent ability to address the developmental, social, political, and cultural contexts of their students' lives and educational experiences and how these relate to classroom performance and educational practice.	This student has demonstrated a high quality ability to address the developmental, social, political, and cultural contexts of their students' lives and educational experiences and how these relate to classroom performance and educational practice.	This student has demonstrated an adequate ability to address the developmental, social, political, and cultural contexts of their students' lives and educational experiences and how these relate to classroom performance and educational practice.	This student has demonstrated a low beginning ability to address the developmental, social, political, and cultural contexts of their students' lives and educational experiences and how these relate to classroom performance and educational practice.	This student has failed to demonstrate ability to address the developmental, social, political, and cultural contexts of their students' lives and educational experiences and how these relate to classroom performance and educational practice.
3. Curriculum, Instruction, and Assessment	This student has demonstrated an excellent ability to employ effective curriculum, instruction, and assessment practices for English language learners and	This student has demonstrated a high quality ability to employ effective curriculum, instruction, and assessment practices for English language	This student has demonstrated an adequate ability to employ effective curriculum, instruction, and assessment practices for English language learners and	This student has demonstrated a low beginning ability to employ effective curriculum, instruction, and assessment practices for English language	This student has failed to demonstrate ability to employ effective curriculum, instruction, and assessment practices for English language

	possess knowledge of the content taught in schools.	learners and possess knowledge of the content taught in schools	possess knowledge of the content taught in schools	learners and possess knowledge of the content taught in schools	learners and possess knowledge of the content taught in schools
4. The School Environment	This student has demonstrated an excellent ability to recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.	This student has demonstrated a high quality ability to recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.	This student has demonstrated an adequate ability to recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.	This student has demonstrated a low beginning ability to recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.	This student has failed to demonstrate ability to recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.
5. Professional Development	This student has demonstrated an excellent ability for being a reflective practitioner who continually engages in ongoing professional development, networking, research, and innovation; actively seeking out opportunities to grow and contribute professionally.	This student has demonstrated a high quality ability for being a reflective practitioner who continually engages in ongoing professional development, networking, research, and innovation; actively seeking out opportunities to grow and contribute professionally.	This student has demonstrated an adequate ability for being a reflective practitioner who continually engages in ongoing professional development, networking, research, and innovation; actively seeking out opportunities to grow and contribute professionally.	This student has demonstrated a low beginning ability for being a reflective practitioner who continually engages in ongoing professional development, networking, research, and innovation; actively seeking out opportunities to grow and contribute professionally.	This student has failed to demonstrate ability for being a reflective practitioner who continually engages in ongoing professional development, networking, research, and innovation; actively seeking out opportunities to grow and contribute professionally.
6. Linguistic and Cultural Proficiency	This student has demonstrated above an advance-low level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.	This student has demonstrated an advance-low level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.	This student has demonstrated an intermediate to advance-low level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.	This student has demonstrated an intermediate level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.	This student has failed to demonstrate proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.
7. Bilingual Pedagogy	This student has demonstrated an excellent ability to recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.	This student has demonstrated a high quality ability to recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.	This student has demonstrated an adequate ability to recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.	This student has demonstrated a low beginning ability to recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.	This student has failed to demonstrate an ability to recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.