## **CPR Rubric**



| Levels/Criteria        | Unacceptable   | Acceptable  | Proficient  | Score/Level |
|------------------------|--|---|---|-------------|
| Resume                 | The resume is messy or poorly designed. It is not attractive.  | The resume is attractive in terms of design, layout, and neatness. Most of the alignment is in order.   | The resume is exceptionally attractive in terms of design, layout, and neatness. All tabs are   |             |
|                        | Information is not accurate or presented appropriately   | Most information is   | set and lined up perfectly.   |             |
|                        | on the resume. Verb choices are poor or verbs are not used at all. Verb tenses are inconsistent.   | accurate and presented appropriately on the resumes. Verbs are used but stronger choices could have been made.  | Information is accurate and presented appropriately on the resume. Verb choices are excellent. Verb tenses are  |             |
|                        | There are many errors in spelling, punctuation and   | There are some errors in  | consistent.   |             |
|                        | grammar.   | spelling, punctuation, and grammar.   | There are no errors in spelling, punctuation or grammar.  |             |
| Teaching<br>Philosophy | Addresses either teaching, learning or management. The statement includes little elaboration and few examples.   | Addresses two of the three of teaching. learning and management. The statement includes some examples and elaboration.  | Addresses teaching,<br>learning and management.<br>The statement includes<br>many examples and<br>elaboration.  |             |
|                        | The statement has numerous grammar and spelling mistakes. The student expresses his/her thoughts in an unengaging manner. The statement is poorly written with little variation in sentence structure. | The statement has some grammar and spelling mistakes. The student expresses his/her thoughts in a straightforward manner. The statement has some variation in sentence structure. | The statement has few grammar and spelling mistakes. The student expresses his/her thoughts in an engaging manner. The statement is well written and includes a variety of sentence structures. |             |
| Summative<br>Review    | Student has limited reflection with limited incorporation of concepts and vocabulary appropriate for their content. Contains multiple spelling and grammatical errors.                                 | Student reflects using some concepts and vocabulary appropriate for their content. Contains few spelling or grammatical errors  | Student has detailed reflection using concepts and vocabulary appropriate for their content. Student cites specific examples. Contains no errors in spelling or grammar.                        |             |
| Principle 1            | Contain inappropriate artifacts and teacher  | Contains some artifacts depicting data and some   | Contains multiple examples of authentic   |             |

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|                 | reflection with little thought.  | teacher reflection.   | data, well written, substantive teacher reflection and connections to future positions or responsibilities.   |             |
|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. |   |   |             |
| Principle 2     | Contain inappropriate artifacts and teacher reflection with little thought.  | Contains some artifacts depicting data and some teacher reflection. | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.   |   |   |             |
| Principle 3     | Contain inappropriate artifacts and teacher reflection with little thought.  | Contains some artifacts depicting data and some teacher reflection. | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  |   |   |             |
| Principle 4     | Contain inappropriate artifacts and teacher reflection with little thought.  | Contains some artifacts depicting data and some teacher reflection. | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |

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|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.  |   |   |             |
| Principle 5     | Contain inappropriate artifacts and teacher reflection with little thought.   | Contains some artifacts depicting data and some teacher reflection.         | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. |   |   |             |
| Principle 6     | Contain inappropriate artifacts and teacher reflection with little thought.   | Contains some artifacts depicting data and some teacher reflection.         | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.                                 |   |   |             |
| Principle 7     | Contain inappropriate artifacts and teacher reflection with little thought.   | Contains some artifacts depicting data and some teacher reflection.         | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Licensing and Developme   | from the Model Standards f<br>ent (1992)<br>blans instruction based upon kn |   |             |

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|                 | students, the community, and curriculum goals.  |   |   |             |
| Principle 8     | Contain inappropriate artifacts and teacher reflection with little thought.   | Contains some artifacts depicting data and some teacher reflection. | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Standards USA- INTASC: Principles Licensing and Developme Principle: 8: The teacher u strategies to evaluate and e development of the learner   |   |   |             |
| Principle 9     | Contain inappropriate artifacts and teacher reflection with little thought.   | Contains some artifacts depicting data and some teacher reflection. | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |   |   |             |
| Principle 10    | Contain inappropriate artifacts and teacher reflection with little thought.   | Contains some artifacts depicting data and some teacher reflection. | Contains multiple examples of authentic data, well written, substantive teacher reflection and connections to future positions or responsibilities. |             |
|                 | Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  |   |   |             |