

### Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;"><b>WTS 1</b> Subject matter Competency</p> <p style="text-align: center;">Score:  _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent content errors or mistakes compromise instruction.</li> <li><input type="checkbox"/> Serious gaps in knowledge of core ideas and procedures of the discipline.</li> <li><input type="checkbox"/> Instruction depends on a single method of representation and viewpoint or perspective; however, there is little indication of knowledge of the existence of alternative perspectives.</li> <li><input type="checkbox"/> Appears to assume that students have no prior knowledge in the discipline.</li> <li><input type="checkbox"/> Opinion or convenience used as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent content errors or mistakes; textbook used as only resource.</li> <li><input type="checkbox"/> Appears to conceive of the discipline as an additive accumulation of facts, standard procedures, and tasks to be performed.</li> <li><input type="checkbox"/> Most instruction depends on a single method of representation and viewpoint or perspective.</li> <li><input type="checkbox"/> Little apparent concern for students' prior knowledge or questioning.</li> <li><input type="checkbox"/> Opinion or convenience used as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional content errors; limited use of resources beyond textbook.</li> <li><input type="checkbox"/> Instruction suggests a concept of the discipline as an additive accumulation of facts; standard arguments, study, and inquiry procedures; and central concepts.</li> <li><input type="checkbox"/> Instruction restricted to two or three representation methods.</li> <li><input type="checkbox"/> Occasionally engages students in consideration of different viewpoints and perspectives associated with the discipline(s).</li> <li><input type="checkbox"/> Tends to reference authority as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction exhibits careful study of content and use of resources</li> <li><input type="checkbox"/> Engages students in consideration of the complexity, core assumptions, and inquiry methods associated with the discipline(s).</li> <li><input type="checkbox"/> Instruction fosters student questioning of viewpoints, theories, and interpretation of inquiries.</li> <li><input type="checkbox"/> Instruction occasionally shows creativity.</li> <li><input type="checkbox"/> Reason used as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction exhibits a solid understanding of the content, culture, resources, and complexity of the discipline(s).</li> <li><input type="checkbox"/> Instruction shows recognition of the impact on the discipline(s) of the representation methods, core assumptions, and inquiry methods.</li> <li><input type="checkbox"/> Instruction engages students in considering, questioning, and interpreting inquiries, viewpoints, and theories related to their learning and the discipline(s).</li> <li><input type="checkbox"/> Instruction often shows and supports creativity.</li> <li><input type="checkbox"/> Reason used as a basis for curriculum evaluation.</li> </ul>

Comments:

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Evaluator

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Date