

TEACHER CANDIDATE ASSESSMENT RUBRIC

The Professional Program at the Faculty of Education are the qualifying years associated with teacher certification in the Province of Ontario. As such, the standards are rigorous, and assessment is done in terms of professional competence as well as academic ability. Success in the Professional Program will require demonstration of a high level of independence, professionalism, competence, and critical thinking in integration of theory with practice.

Expectations

The ability to learn, understand, and retain knowledge has been demonstrated through the undergraduate degree required for entry into the Professional Program. The focus of the Professional Program is on building understanding of the issues and complexities of the teaching and learning process, and on gaining the skills necessary for becoming a successful teacher. To that end:

- Attendance is an expectation.** Courses are based on reflection, discussion, and interaction, much of which take place in class and require full-time attendance. Teacher candidates are expected to maintain a professional, responsible approach to both classes and teaching placements. Failure to meet course attendance requirements, **as outlined in the syllabus**, may result in a failed grade. Visit Undergraduate Academic Regulations, 3.a) <http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=24&chapterid=6354&topicgroupid=21108&loaduserredits=False>
- Requirements on the course outline will be used for assessment.** The course syllabus and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. A date for late submission of assignment(s) is negotiated between the instructor and teacher candidate in writing. Teacher candidates cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a *summative* assessment has taken place.
- Assessment is a reflection of academic rigour.** Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an instructor re-examine a final assessment.

	Level 4/5: 80% to 100% (A- to A+) Indicates work that:	Level 3: 70% to 79% (B- to B+) Indicates work that:	Level 2: 60% to 69% (C- to C+) Indicates work that:	Level 1: 50% to 59% (D- to D+) Indicates work that:	Level 0: below 50% (F) Indicates work that:
Quality	Is exceptional, exemplary, complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete - although not consistent in thoroughness and comprehensiveness; it is nonetheless satisfactory.	Is incomplete or inconsistent in thoroughness and comprehensiveness; only marginally satisfactory.	Is incomplete, therefore, unsatisfactory.
Content	Demonstrates a superb and comprehensive understanding of content, literature, and research -- shows a consistent application of a high level of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a comprehensive understanding of content, literature, and research -- shows a regular application of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a satisfactory understanding of content, literature and research -- shows occasional critical scrutiny re subject matter, texts, and discussions.	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of the content, literature, and research, subject matter, and texts.
Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and/or oral language.	Demonstrates ability to integrate and articulate ideas; shows a reasonable written and/or oral mastery of language.	Demonstrates some ability to integrate and express ideas; satisfactory written and/or oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and/or oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and/or oral language.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
Expectation	Is so outstanding that work goes well beyond expectations.	Is good or very good -- of a high standard met by many teacher candidates.	Is satisfactory of a standard met by most teacher candidates.	Is barely acceptable-attained by a few teacher candidates whose difficulties /distractions interrupted performance.	Does not meet even the basic requirements.

GRADES CHART

The following chart can be used in Education courses to convert levels to percentages for Marks Management. Since Marks Management cannot accommodate modal marks, Faculty of Education instructors should consider converting any "level" marks to percentages or score out of 10 for entering scores. On teacher candidate papers and other assignments, instructors will find that reporting both a level and a percentage enhances the clarity of their assessment procedures for teacher candidates.

Letter Grade	Level	Percent	Single Mark /10
A+	5+	96-100	9.9
A	5	93-95	9.5
A	5-	90-92	9.2
A	4+	87-89	8.8
A-	4	84-86	8.5
A-	4-	80-83	8.2
B+	3+	77-79	7.8
B	3	74-76	7.5
B-	3-	70-73	7.2
C+	2+	67-69	6.8
C	2	64-66	6.5
C-	2-	60-63	6.2
D+	1+	57-59	5.8
D	1	54-56	5.5
D-	1-	50-53	5.2
F	0	1-49	1, 2, 3, 4, or 4.5