

Candidate Name

Reviewer Name

	LEVEL 1 Not Evident	LEVEL 2 Emergent	LEVEL 3 Proficient	LEVEL 4 Advanced	SCORE
Pedagogical Content Knowledge: Framing Goals and Rationale					
Big ideas and essential questions	The candidate is unable to articulate a big idea and an essential question for the content under consideration.	The candidate articulates a big idea and an essential question for the content under consideration but the idea/question does not accurately capture key elements of the content.	The candidate articulates at least one accurate big idea and essential question implicit in the content under consideration.	The candidate articulates multiple accurate big ideas and essential questions implicit in the content under consideration.	
Significance/value of learning this content	The candidate makes no attempt to explain the value of learning this content.	The candidate provides a weak or confused explanation for the value of learning this content.	The candidate is able to provide a defensible explanation (tied to developing disciplinary understanding OR life application) for the value of learning this content.	The candidate is able to provide multiple defensible explanations (tied to developing disciplinary understanding AND life application) for the value of learning this content.	
Instructional goals in relation to state and national standards	The candidate does not explicitly articulate instructional goals nor refer to state and national standards.	The candidate articulates at least one instructional goal and refers to at least one standard but does not link them explicitly.	The candidate explicitly articulates appropriate instructional goals and links them clearly to articulated state or national standards.	The candidate explicitly articulates appropriate instructional goals and links them clearly to articulated standards and to potential demonstrations of student knowledge.	

Comments:

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Knowledge of Learners and Learning with Respect to Content					
Building on prior learning	The candidate does not indicate any plan to identify or build on students' prior learning to prepare for teaching this content.	The candidate gives some indication that they intend to identify students' prior learning but those plans are vague or unclear.	The candidate describes an appropriate plan to identify students' prior learning and gives some indication they plan to build on that learning.	The candidate describes at least one appropriate plan to identify students' prior learning to prepare for teaching this content and describes specific plans of how they will build on that prior learning.	
Initial conceptions of content area knowledge	The candidate does not recognize student conceptions as a pedagogical challenge.	The candidate identifies that there are varied, initial student conceptions but does not identify any way to address them.	The candidate identifies both procedural and substantive students conceptions identifying what students are likely to bring to this content and provides one way to address them.	The candidate identifies multiple conceptions, speculates about specific representations and provides multiple pedagogical strategies to address them.	
Disciplinary literacy	The candidate does not acknowledge nor articulate the language and representational functions and demands on students rooted in the target content.	The candidate acknowledges that there are language and representational functions and demands on students rooted in the target content but does not clearly articulate them.	The candidate articulates some of the representational and language functions and demands the content presents for target students.	The candidate accurately articulates the range of representational and language functions and demands the content presents for target students.	
Digital literacy	The candidate does not suggest any tools or media forms for scaffolding understanding and meaning.	The candidate suggests at least one traditional OR digital tool/media form for scaffolding understanding and meaning.	The candidate suggests at least one traditional AND one digital tool/media form for scaffolding understanding and meaning.	The candidate suggests several digital AND traditional tools/media forms for scaffolding understanding and meaning.	

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Subject-Specific Repertoire of Practice					
Activity/participation structures to developing content understanding	The candidate does not outline any ways to structure the learning activities for this content.	The candidate outlines one defensible way to structure the learning activities for this content.	The candidate outlines more than one defensible way to structure the learning activities for this content.	The candidate outlines multiple defensible way to structure the learning activities for this content and speculates how each structure will alter learning.	
Assessment of developing understanding	The candidate does not identify any useful assessments for the content under consideration.	The candidate identifies one or more assessments for this content but the assessments do not engage students' higher order thinking.	The candidate identifies at least two useful assessments, that is, two ways of confirming student understanding, application, and analysis of the content, but does not link assessments to instructional goals.	The candidate identifies multiple useful assessments and links each assessment to specific instructional goals.	
Multiple representations of key concepts and procedures	The candidate cannot identify key concept(s) and procedures in the content	The candidate identifies key concept(s) and procedures in the content but cannot represent them using more than one metaphor, image, analogy, demonstration, etc.	The candidate identifies the key concept(s)and procedures in the content and represents them using more than one metaphor, image, analogy, demonstration, etc.	The candidate identifies key concept(s) and procedures in the content and links representations to specific student learning needs.	
Learning sequences	The candidate does not recognize or articulate an appropriate learning sequence for this content as learned by these students.	The candidate articulates a learning sequence but that sequence seems inappropriate to this content as learned by the target students.	The candidate outlines a learning sequence generally appropriate for this content as learned by the target students.	The candidate outlines and defends a learning sequence appropriate for this content as learned by the target students.	

Comments:

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Professional Development: Resources and Reflection					
Resources for identifying tools and materials and enhancing teacher knowledge	The candidate does not describe a plan for preparing for teaching this content, nor does the candidate identify any resources for tools and materials.	The candidate describes a vague plan for preparing individually for teaching this content but does not cite any resources for tools and materials.	The candidate describes a coherent plan for preparing individually for teaching this content and identifies at least one resource for tools and materials.	The candidate describes a coherent plan for preparing individually for teaching this content and identifies multiple resource for tools and materials.	
Candidate's realistic recognition of subject matter knowledge strengths and weaknesses	The candidate does not address subject matter strengths and weaknesses.	The candidate is able to identify personal subject matter strengths and weaknesses but does not recognize how these might impact instruction.	The candidate is able to identify personal subject matter strengths and weaknesses and has a plan to improve individual knowledge and understanding.	The candidate is able to identify personal subject matter strengths and weaknesses. can explain how that affects instruction, and has a plan to improve individual knowledge and understanding.	

Comments: