

Contextual Factors Analysis Rubric: *The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Resources and Citation	No resources, irrelevant resources, or no citations.	One or two resources with citations, or no citations.	At least three relevant resources with citations.	Four to five relevant resources with appropriately formatted citations.	More than five resources with appropriately formatted citations.
Knowledge of Community, School and Classroom	Displays no knowledge of the characteristics of the community, school, and classroom.	Displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Displays some knowledge of characteristics of the community, school, and classroom that may affect learning.	Displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Displays and explains an in-depth understanding of the characteristics of the community, school, and classroom that may affect learning.
Strength / Needs Analysis	No evidence of methods used to assess student strengths and needs.	Evidence of limited methods used to assess students strengths and needs.	Evidence of limited methods used to assess student strengths and needs with some reflection on the results.	Evidence of multiple methods used to assess students strengths and needs with reflection on the results.	Evidence of multiple methods used to assess student strengths and needs with in-depth reflection on the results.
Knowledge of Characteristics of Students	No understanding and/or no use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Little understanding and/or little use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Basic understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Appropriate understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Advanced understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.
Knowledge of Students' Varied Approaches to Learning	No understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Little understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Basic understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Appropriate understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Advanced understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.
Knowledge of Students' Skills and Prior Learning	No understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Little understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Basic understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Appropriate understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Advanced understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.
Implications for Instructional Planning and Assessment	No implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Basic implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Adequate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Appropriate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Extensive implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.
Visuals	No visuals are embedded in text and/or do not connect to show impact on teaching and learning.	One or two visuals are embedded in text, little connection showing impact on teaching and learning.	Three visuals embedded in text connect to show impact on teaching and learning.	Four to five visuals embedded in text adequately connect to show impact on teaching and learning.	More than five visuals embedded in text specifically and clearly connect to show impact on teaching and learning.
Written Work	Work shows many errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows frequent errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows some errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows most accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows all accepted conventions of usage, grammar, spelling, punctuation, and mechanics.

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