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.

| student individual differences to set learning goals and plan instruction and assessment. | | | | | |
|---|---|--|---|--|---|
| Rating Indicator Resources and | Not Met No resources, | Minimally Met One or two resources | Partially Met At least three relevant | Satisfactorily Met Four to five relevant | Exceeds More than five resources with |
| Citation | irrelevant resources, | with citations, or no | resources with | resources with | appropriately formatted |
| Citation | or no citations. | citations. | citations. | appropriately | citations. |
| | or no creations. | citations. | citations. | formatted citations. | |
| Knowledge of | Displays no knowledge | Displays minimal, | Displays some | Displays a | Displays and explains an in- |
| Community, | of the characteristics | irrelevant, or biased | knowledge of | comprehensive | depth understanding of the |
| School and | of the community, | knowledge of the | characteristics of the | understanding of the | characteristics of the |
| Classroom | school, and classroom. | characteristics of the | community, school, | characteristics of the | community, school, and |
| | | community, school, | and classroom that | community, school, and | classroom that may affect |
| | | and classroom. | may affect learning. | classroom that may | learning. |
| Strength / Needs | No evidence of | Evidence of limited | Evidence of limited | affect learning. Evidence of multiple | Evidence of multiple methods |
| Analysis | methods used to | methods used to | methods used to | methods used to assess | used to assess student |
| | assess student | assess students | assess student | students strengths and | strengths and needs with in- |
| | strengths and needs. | strengths and needs. | strengths and needs | needs with reflection | depth reflection on the |
| | 0 | 0 | with some reflection | on the results. | results. |
| | | | on the results. | | |
| Knowledge of | No understanding | Little understanding | Basic understanding | Appropriate | Advanced understanding and |
| Characteristics of | and/or no use of | and/or little use of | and use of specific and | understanding and use | use of specific and general |
| Students | specific and general | specific and general | general characteristics | of specific and general | characteristics of students' |
| | characteristics of students' | characteristics of students' | of students' developmental levels, | characteristics of students' | developmental levels, interests, cultures, etc. that |
| | developmental levels, | developmental levels, | interests, cultures, etc. | developmental levels, | may affect their learning. |
| | interests, cultures, etc. | interests, cultures, etc. | that may affect their | interests, cultures, etc. | may uncer then rearing. |
| | that may affect their | that may affect their | learning. | that may affect their | |
| | learning. | learning. | Ũ | learning. | |
| Knowledge of | No understanding | Little understanding | Basic understanding | Appropriate | Advanced understanding and |
| Students' Varied | and/or use of specific | and/or use of specific | and use of specific | understanding and use | use of specific information |
| Approaches to | information related to | information related to | information related to | of specific information | related to how students learn |
| Learning | how students learn | how students learn | how students learn | related to how students | (learning styles, modalities, |
| | (learning styles, modalities, | (learning styles, modalities, | (learning styles, modalities, | learn (learning styles, modalities, | preferences) that may affect learning. |
| | preferences) that may | preferences) that may | preferences) that may | preferences) that may | ieai iiiig. |
| | affect learning. | affect learning. | affect learning. | affect learning. | |
| Knowledge of | No understanding | Little understanding | Basic understanding | Appropriate | Advanced understanding and |
| Students' Skills | and/or use of | and/or use of | and use of information | understanding and use | use of information about |
| and Prior | information about | information about | about students' skills | of information about | students' skills and prior |
| Learning | students' skills and | students' skills and | and prior learning that | students' skills and | learning that may affect |
| | prior learning that | prior learning that | may affect success | prior learning that may | success with Unit/Lesson |
| | may affect success with Unit/Lesson | may affect success with Unit/Lesson | with Unit/Lesson | affect success with | Learning Goals. |
| | Learning Goals. | Learning Goals. | Learning Goals. | Unit/Lesson Learning Goals. | |
| Implications for | No implications for | Basic implications for | Adequate implications | Appropriate | Extensive implications for |
| Instructional | instruction and | instruction and | for instruction and | implications for | instruction and assessment of |
| Planning and | assessment of | assessment of | assessment of | instruction and | Lessons/Unit based on |
| Assessment | Lessons/Unit based on | Lessons/Unit based on | Lessons/Unit based on | assessment of | student individual differences, |
| | student individual | student individual | student individual | Lessons/Unit based on | and community, school, and |
| | differences, and | differences, and | differences, and | student individual | classroom characteristics. |
| | community, school, and classroom | community, school, and classroom | community, school, and classroom | differences, and | |
| | characteristics. | characteristics. | characteristics. | community, school, and classroom | |
| | character istics. | character istics. | character istics. | characteristics. | |
| Visuals | No visuals are | One or two visuals are | Three visuals | Four to five visuals | More than five visuals |
| | embedded in text | embedded in text, little | embedded in text | embedded in text | embedded in text specifically |
| | and/or do not connect | connection showing | connect to show | adequately connect to | and clearly connect to show |
| | to show impact on | impact on teaching | impact on teaching | show impact on | impact on teaching and |
| *** *** * | teaching and learning. | and learning. | and learning. | teaching and learning. | learning. |
| Written Work | Work shows many errors with accepted | Work shows frequent | Work shows some | Work follows most | Work follows all accepted |
| | urrore wath acconted | errors with accepted | errors with accepted | accepted conventions | conventions of usage, |
| | 1 | | conventions of users | of usago grammar | grammar enalling |
| | conventions of usage, | conventions of usage, | conventions of usage, grammar_spelling | of usage, grammar, | grammar, spelling, punctuation and mechanics |
| | 1 | | conventions of usage, grammar, spelling, punctuation, and | of usage, grammar, spelling, punctuation, and mechanics. | grammar, spelling, punctuation, and mechanics. |

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