

**STEM Infused Curriculum Project Rubric: Elementary K-6
Electronic Evidence #3**

Evidence Descriptors and Evaluation Tool

Highlighted yellow text below describes how the evidence specifically addresses each of the descriptors. The rubric will be used for the instructor’s evaluation of the project as it related to the course grade as well as for gateway assessment for the unit’s comprehensive assessment plan for CAPE.

Alignment with the NC Professional Teaching Standards				
The STEM Infused Curriculum Project assessment is designed to provide evidence of the candidate’s performance relative to the following standards and elements:				
Teachers demonstrate leadership. This performance assessment requires candidates to develop a unit of cohesive, meaningful, and purposeful lesson plans that integrate Language Arts, STEM, and Social Studies <i>North Carolina Common Core/Essential Standards</i> , as well as, the appropriate North Carolina Professional Teaching Standards for technology integration.				
<i>1a.2 Draws on appropriate data to develop classroom and instructional plans</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will demonstrate the ability to develop a series of instructional strategies based on existing performance data for students in the EDU 4134 classroom and the relevant NCCC/ES/NCPTS to produce a cohesive unit of five (5) lesson plans centered on a topic in social studies.	The five (5) social studies/STEM lesson plans do not purposefully use available student performance data and the relevant NCCC/ES/NCTPS to plan a cohesive unit of study.	The five (5) social studies/STEM lesson plans form a cohesive unit which evidences the purposeful integration of the relevant NCCC/ES/NCTPS along with available student performance data.	The five (5) lesson plans form a cohesive social studies/STEM unit which uses relevant NCCC/ES/NCPTS and available performance data. The unit evidences thoughtful application of available student performance data to develop activities that will promote a classroom culture of student engagement and lifelong learning.	EDU 4110 EDU 4134 EDU 4132/4532 EDU 4133
Total Standard 1: Teachers demonstrate leadership.			Score:	
Teachers establish a respectful environment for a diverse population of students. This performance assessment requires				

candidates to spotlight a student with special needs and plan modifications that will enable the student to be successful in meeting the objectives for all lesson plans in the STEM Infused Curriculum Project.				
<i>2b.3 Understands the influence of diversity and plans instruction accordingly.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate must identify a student with special needs and thoughtfully and purposefully plan appropriate modifications for each of the lesson plans that will enable the student to be successful.	The modifications are not appropriate for the identified unique learner and/or some of the lesson plans reflect inappropriate modifications to enable the learner to be successful in meeting stated five (5) ES.	All of the modifications for the identified unique learner are appropriate and deemed to be effective in enabling the student to be successful in meeting the ES on all five (5) lesson plans.	Multiple types of modifications (instructional/behavioral/physical) for the identified unique learner are provided to enable the student to be successful in meeting the ES on all five (5) lesson plans.	EDU 4131 EDU 4133 EDU 4134
<i>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will describe one unique learner and collaborate with the cooperating teacher to evaluate the needs of the student in order to plan instructional and/or assessment strategies that will enable him to successfully meet the ES.	The description of the modifications for the unique learner do not align with the student's instructional needs to be successful and lack evidence that the candidate has collaborated with the cooperating teacher to inform planning for all five (5) lessons in the	The description of the modifications for the unique learner evidence thoughtful reflection and planning with input from the cooperating teacher and the candidate incorporates co-teaching or differentiated strategies into at least 4 of the 5 lesson plans in the Literacy Infused	The candidate seeks input from support specialists in developing appropriate modifications for the unique learner and the candidate develops both co-teaching and differentiated instructional strategies across all of the 5 lessons	EDU 4131 EDU 4133 EDU 4134

<p>For at least one lesson plan, the candidate will demonstrate the ability to incorporate co-teaching strategies (to work with a special needs, English language learner, or academically gifted teacher).</p>	<p>Literacy Infused Curriculum Project.</p> <p>The candidate fails to appropriately incorporate co-teaching or differentiated strategies into at least three of the lesson plans.</p>	<p>Curriculum Project.</p>		
<p>Total Standard 2: Teachers establish a respectful environment for a diverse population of students.</p>			<p>Score:</p>	
<p>Teachers know the content they teach. This performance assessment requires candidates to investigate the North Carolina Common Core and Essential Standards for Language Arts, Social Studies, Science, Math, and Computer/Technology (STEM) areas in order to plan a rigorous and relevant social studies unit that enhances literacy and technology skills.</p>				
<p><i>3a.1 Develops and applies lessons based on the North Carolina Common Core and Essential Standards</i></p>	<p>Emerging/Developing 1 (Below 80%)</p>	<p>Proficient 2 (80-89%)</p>	<p>Accomplished 3 (90-100%)</p>	<p>Evaluation</p>
<p>The candidate must align lesson plans with the North Carolina Common Core and Essential Standards to produce a cohesive unit centered on a social studies topic infused with literacy, and STEM areas including technology.</p>	<p>The five (5) lessons are not centered on a social studies/STEM topic and/or do not address all of the relevant North Carolina Common Core and Essential Standards for one grade level/subject. The project has failed to integrated STEM</p>	<p>The five (5) lessons are centered on a social studies/STEM topic for one grade level/subject and all of the relevant North Carolina Common Core and Essential Standards for social studies/STEM, and ELA have been purposefully and meaningfully</p>	<p>In addition to the relevant North Carolina Common Core and Essential Standards for social studies, STEM areas, and ELA, candidate uses standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. STEM areas including technology goals</p>	<p>EDU 4110 EDU 4132/4532 EDU 4131 EDU 4133</p>

	content areas in less than 3 of the lesson plans.	addressed across the STEM Infused Curriculum Project. Additionally, the project has purposefully integrated STEM areas including technology in at least 4 of the 5 lessons.	are incorporated into all of the lessons developed for the unit.	
<i>3c.1 Demonstrates knowledge of links between grade/subject and the North Carolina Common Core and Essential Standards by relating content to other disciplines.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will demonstrate his/her ability to integrate social studies, (STEM) Math, Science, Engineering computer/technology ES from the North Carolina Common Core and Essential Standards in a series of five (5) lesson plans.	Project does not integrate relevant Language Arts, STEM areas and computer/technology objectives with social studies content.	The project demonstrates purposeful integration of relevant STEM areas including computer/technology content and all of the relevant Language Arts objectives from the North Carolina Common Core and Essential Standards in a cohesive unit centered on a social studies/STEM topic for one grade level.	Project demonstrates purposeful integration of relevant STEM areas including computer/technology objectives and all of the relevant Language Arts objectives from the North Carolina Common Core and Essential Standards in a cohesive unit centered on a social studies/STEM topic for one grade level.	EDU 4110 EDU 4132/4532 EDU 4131 EDU 4133
<i>3c.2 Relates global awareness to the subject</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation

<p>The candidate will integrate literary works which align with the social studies topic that heightens awareness of diversity and global connections.</p>	<p>Less than three of the lessons have literary works which heighten awareness to diversity do not appear to be integrated into the unit and/or the alignment of the literary works to the social studies/STEM topic is questionable.</p>	<p>Literary works which heighten awareness of diversity and/or global connections and align with the social studies/STEM topic have been purposefully incorporated into at least three of the lesson plans.</p>	<p>A deliberate effort is made to integrate literary works which heighten awareness of diversity and/or global connections into at least four of the lessons which appear in the unit. Activities specifically designed to enhance awareness of student diversity and/or global connections that are related to these literary works are included in the social studies/STEM lessons.</p>	<p>EDU 4131 EDU 4133</p>
<p><i>3d.1 Integrates 21st century skills and content in instruction</i></p>	<p>Emerging/Developing 1 (Below 80%)</p>	<p>Proficient 2 (80-89%)</p>	<p>Accomplished 3 (90-100%)</p>	<p>Evaluation</p>
<p>The candidate will encourage collaboration with team activities and the integration of technology where appropriate that encourages students to analyze, compare, infer, interpret, evaluate, synthesize, and/or problem solve to enhance understanding of social studies topic.</p>	<p>Collaborative team activities and/or technology integration is minimal. Activities for student engagement and problem solving to enhance the development of 21st century skills are lacking.</p>	<p>Both collaborative team activities and technology integration are included in the unit. Activities for students are engaging and the development of 21st century skills are addressed in the unit.</p>	<p>Both collaborative team activities and technology integration consistently and effectively engage students in problem solving and allow application of 21st century skills to the social studies content.</p>	<p>EDU 4110 EDU 4133</p>
<p>Total Standard 3: Teachers know the content they teach.</p>			<p>Score:</p>	
<p>Teachers facilitate learning for their students. This performance assessment requires candidates to understand how students learn and design instruction that demonstrates their ability to differentiate instruction in order to meet the learning needs of all</p>				

students.				
<i>4a.1 Identifies developmental levels of individual students and plans instruction accordingly.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will identify one unique learner for whom modifications are made to enable the learner to be successful in meeting the lesson objective(s).	The narrative is either missing or does not fully describe the unique learner and how to support his learning needs.	A narrative describing one learner with special needs and how to enable him to successfully meet each of the lesson's objective(s) is included in the Literacy Infusion Project.	A narrative describing one learner with special needs and appropriately differentiates instruction to optimally enable him to successfully meet each of the lesson's objective(s) is included in the Literacy Infusion Project. Data is included to support his developmental level and plan for instruction.	EDU 4133
<i>4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate must collect and analyze data from each lesson to determine if the objective(s) was met and to what degree students were successful in meeting the stated objective. The analysis of data	The assessment plan is poorly developed or lacking. Fewer than three of the lessons evidence that assessment data was incorporated into the STEM Fusion Project or the assessments do not appear to align with the	Three to four of the lesson plans in the STEM Infusion Project are accompanied by an assessment tool that aligns with the objective(s). Data to allow the candidate to plan the next instructional steps is	All five of the lesson plans in the STEM Infusion Project is accompanied by an appropriate assessment tool that aligns with the objective(s) of the lesson and provides data to allow the candidate to plan next instructional steps. Evidence that the candidate used the	EDU 4132/4532 EDU 4133 EDU 4134

will enable candidate to plan next instructional steps.	objective(s) of the lessons included in the unit.	provided.	assessment tool in delivering select lessons during EDU 4134 is provided.	
<i>4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will review lesson plans with the cooperating teacher in EDU 4134 to ensure that the modifications for the unique learner are appropriate and will maximize the likelihood that the learner will be successful in meeting lesson objective(s).	One or more of the lesson plans which are taught in EDU 4134 do not have the cooperating teacher's signature or the evaluation by the cooperating teacher is consistently below proficiency.	Each of the lesson plans which are taught in EDU 4134 have the cooperating teacher's signature indicating affirmation that the modifications for the unique learner are appropriate and will serve to maximize his learning. Evaluation by the cooperating teacher is consistently at proficiency standard.	Each of the lesson plans which are taught in EDU 4134 have the cooperating teacher's signature indicating affirmation that the modifications for the unique learner are appropriate and will serve to maximize his learning. Evaluation by the cooperating teacher is consistently at an accomplished standard.	EDU 4133 EDU 4134
<i>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will	The instructional	The instructional	The instructional strategies	EDU

demonstrate the ability to use many and varied instructional strategies and materials that purposefully and meaningfully address the social studies topic through varied learning styles, readiness level and/or diverse background.	strategies and materials do not show a variety of strategies incorporating varied learning styles, differentiated instruction for interests, readiness, and/or diversity of background.	strategies and materials purposefully and meaningfully address students' varied learning styles, readiness levels through differentiated instructional strategies and diversity of background in four of the lessons provided.	and materials purposefully and meaningfully address students' varied learning styles and differentiated needs in readiness level and diversity of background in all the lessons contained in the social studies/STEM unit.	4132/4532 EDU 4133
<i>4d.1 Integrates technology with instruction to maximize student learning.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate must integrate technology in the STEM fusion project to enhance students' learning, where appropriate, and include the accompanying artifacts.	Technology integration is evident in two or fewer of the lessons and/or is not used to effectively increase student involvement and engagement in the learning process.	Technology integration is evident in at least three of the lessons and includes strategies to effectively increase student involvement and engagement in the learning process.	Technology integration is evident in four or more of the lessons and includes a variety of strategies that will effectively increase student involvement and engagement in the learning process.	EDU 4110
<i>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation

<i>solving.</i>				
The candidate will craft lessons that encourage learners to ask questions, think creatively, synthesize knowledge, draw conclusions, and solve problems.	The instructional strategies for each of the five lessons do not enable students to develop the ability to apply processes and strategies for critical thinking and problem solving.	The instructional strategies for each of the five lessons enable students to develop the ability to apply processes and strategies for critical thinking and problem solving.	The instructional strategies for each of the five lessons enable students to develop the ability to consistently apply processes and strategies for critical thinking and problem solving. Evidence of student growth in these skills is also provided by the candidate.	EDU 4132/4532 EDU 4133 And- EDU 4134
4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will plan and implement lessons that encourage cooperation and collaboration among students (reflecting the social constructivist philosophy), and are relevant to the social studies topic.	There are minimal opportunities provided in the unit for students to cooperate and collaborate with one another in regard to the topic presented.	The lessons presented in the Literacy Fusion Project include many opportunities for students to cooperate and collaborate with each other with regard to the social studies topic.	There are instructional strategies in the Literacy Fusion Project that are relevant to the social studies topic and encourage students to create and manage learning teams to effectively encourage the development of cooperation and collaboration.	EDU 4133
Total Standard 4: Teachers facilitate learning for their students.			Score:	
Teachers reflect on their practice. This performance assessment requires candidates to think critically about student learning to determine if the instruction was effective in helping students meet stated objectives.				
5c.1 Considers and uses a variety of research-verified	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation

<i>approaches to improve teaching and learning.</i>				
The candidate will reflect upon their choices of instructional strategies and student data in an effort to enhance future teaching decisions and effectively meet the learning needs of their students.	The candidate's reflection paper shows little or no evidence of thoughtful consideration regarding the impact of their instructional decisions on student learning and/or does not demonstrate a desire to seek out research-verified approaches to improve future teaching and learning.	The candidate's reflection paper evidences thoughtful consideration regarding the impact of their instructional decisions on student learning and demonstrates a desire to seek out research-verified approaches to improve future teaching and learning.	The candidate's reflection paper evidences an active investigation of innovative research-verified approaches to improve teaching and learning.	EDU 4132/4532 EDU 4133
Total Standard 5: Teachers reflect on their practice.			Score:	

Total Score from All Standards	Total Score Emerging	Total Score Proficient	Total Score Accomplished
---------------------------------------	-----------------------------	-------------------------------	---------------------------------

Emerging: Total Score: 24-25=C-; 26-27=C; 28-29=C+
Proficient: Total Score: 30-32=B-; 33-35=B; 36-38=B+
Accomplished: Total Score: 39-41=A-; 42-44=A; 45=A+

Grader(s): _____

Date: _____

Follow-Up Needed (Comment if Necessary):