

1-point Rubric for Formative Feedback

Explicit Instruction: Describing and Modeling

Course:

Candidate Name/Date:

Feedback by:

Developing Areas That Need Work	CRITERIA Standards for This Performance	Proficient Evidence of Meeting or Exceeding Standards
	<ul style="list-style-type: none"> • Steps or components were clearly named. • Steps or components were clearly described in student-friendly language. • Steps or components were described in a logical sequence. 	
	<ul style="list-style-type: none"> • Appropriate examples and non-examples were used to provide clarity. • Opportunities for student engagement and participation were provided. • Verbal cues were used to accentuate important information. • Visual cues were used to accentuate important information. 	
	<ul style="list-style-type: none"> • An accurate model of the components of the skill, strategy, and process was provided. • Think-aloud was provided for critical components. • Opportunities for student engagement and participation were provided. • Verbal cues were used to accentuate important information. • Visual cues were used to accentuate important information. 	
	<ul style="list-style-type: none"> • Pacing was appropriate for age and developmental level of students throughout the describe and model. • Language and tone were appropriate for age and development level of students throughout the describe and model. 	