Rubric for EDU 131: Introduction to Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
1.01 Creates physical and virtual environments that engage learners in purposeful learning	• Evidence of 1-2 ways learners were engaged in purposeful learning	• Evidence of 3 ways learners were engaged in purposeful learning	• Evidence of 4 or more ways learners were engaged in purposeful learning
1.02 Describes the types of adult education services and the various contexts in which they occur	• Describes adult education services at own program or a local adult education program	• Describes 3 types of adult education services at own program and/or the various contexts in which they occur	• Describes 4 or more types of adult education services and/or various contexts in which they occur throughout the region and/or state
1.03 Describes federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.	• Describes 1-2 pieces of federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.	• Describes 3 pieces of federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.	• Describes 4 or more pieces of federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.
1.04 Describes local, state, and national organizations that serve adult educators	• Identifies and describes the primary focus of the work of 1-2 local, state, and national organizations • Is **not** a member of any organization	• Identifies and describes the primary focus of the work of 4 local, state, and national organizations • Is a member of at least 1 organization	• Identifies and describes the primary focus of 5 or more local, state, and national organizations • Is a member of 2 or more organizations and <u>describes active participation in at least 1</u>
1.05 Identifies Malcolm Knowles' adult education principles	• Identifies 1-2 adult education principles	• Identifies 3 adult education principles	• Identifies 4 or more adult education principles
1.06 Identifies conditions of adult learning	• Identifies 1-2 conditions of adult learning	• Identifies 3 conditions of adult learning	• Identifies 4 or more conditions of adult learning
1.07 Identifies personal and situational characteristics of adult learners	• Identifies 1-2 characteristics of adult learners	• Identifies 3 characteristics of adult learners	• Identifies 4 or more characteristics of adult learners

Rubric for EDU 131: Introduction to Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
1.08 Identifies how community, heritage, culture, and goals shape learning and expectations of adult learners	• Identifies 1-2 ways in which learner background and goals shape adult learning and expectations	• Identifies 3 ways in which learner background and goals shape adult learning and expectations	• Identifies 4 or more ways in which learner background and goals shape adult learning and expectations
1.09 Identifies differences between adult and childhood education	• Identifies 1-2 differences between adult education and childhood education	• Identifies 3 differences between adult education and childhood education	• Identifies 4 or more differences between adult and childhood education
1.10 Demonstrates awareness of current research surrounding adult learning and development	• Demonstrates awareness of 1-2 examples of current research regarding adult learning	• Demonstrates awareness of 3 examples of current research regarding adult learning	• Demonstrates awareness of 4 or more examples of current research related to adult learning
1.11 Identifies resources for professional development	• Identifies 1-2 resources for professional development	• Identifies 3-4 resources for professional development	• Identifies 5 or more resources for professional development
1.12 Acknowledges adults as learners	• Identifies 1-2 ways to acknowledge adults as learners • Observed 1 example of adults being acknowledged as learners	• Identifies 3 ways to acknowledge adults as learners • Observed 2-3 examples of adults being acknowledged as learners	• Identifies 3 ways to acknowledge adults as learners • Observed 2-3 examples of adults being acknowledged as learners
1.13 Demonstrates awareness of urban and rural community services and support systems and how to access them	• Identifies 1-2 local services and support systems available to adult learners • Limited referrals to available services	• Identifies 3 urban and rural services and support systems available to adult learners and describes how learners can access these systems • Evidence of 3 appropriate referrals to available services	• Identifies 3 urban and rural services and support systems available to adult learners and describes how learners can access these systems • Evidence of 3 appropriate referrals to available services
1.14 Utilizes a variety of publications and online resources available for adult educators	• Identifies 1-2 publications and online resources utilized • Limited or inconsistent integration of resources to classroom practice	• Identifies 3-4 publications and online resources utilized • Evidence of integration of 2-3 resources into instruction	• Identifies 3-4 publications and online resources utilized • Evidence of integration of 2-3 resources into instruction

Rubric for EDU 132: Planning, Organizing, and Delivering Adult Education Instruction

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
2.01 Implements needs assessment appropriate to learner's level for ESL, ABE, and ASE. (A needs assessment identifies what a learner hopes to gain from instruction.)	• Explains learner needs assessment and its purpose but does not use with learners	• Uses appropriate needs assessment • Observed 2-3 documented learner needs addressed in instruction	• Develops and implements appropriate needs assessment • Observed 4 or more documented learner needs addressed in instruction
2.02 Integrates learners' background, prior knowledge, and current goals into planning instruction	• Observed 1-2 ways learners' background, prior knowledge, and current goals integrated into instruction	• Observed 3 ways learners' background, prior knowledge, and current goals integrated into instruction	• Observed 4 or more ways learners' background, prior knowledge, and current goals integrated into instruction
2.03 Demonstrates awareness of classroom management techniques	• Observed use of 1-2 classroom management techniques	• Observed use of 3 classroom management techniques	• Observed use of 4 or more classroom management techniques
2.04 Practices a variety of learner grouping strategies and integrates group work with independent learning	• Observed use of 1-2 grouping strategies	• Observed use of 3 grouping strategies	• Observed use of 4 or more grouping strategies
2.05 Modifies planned lessons to accommodate learners' needs and paces lessons appropriately. (In individualized instructional programs, look for ways a prescribed lesson or topic may be adjusted to meet students' needs.)	• Observed 1 way lessons were modified and/or pacing was adjusted to accommodate learners' needs	• Observed 2-3 ways lessons were modified and/or pacing was adjusted to accommodate learners' needs	• Observed 4 or more ways lessons were modified and/or pacing was adjusted to accommodate learners' needs
2.06 Accommodates various learning styles	• Observed 1-2 ways learning styles accommodated	• Observed 3 ways learning styles accommodated	• Observed 4 or more ways learning styles accommodated
2.07 Incorporates learner diversity as a classroom resource	• Observed 1 way learner diversity was incorporated as a classroom resource	• Observed 2 ways learner diversity was incorporated as a classroom resource	• Observed 3 or more ways learner diversity was incorporated as a classroom resource

Rubric for EDU 132: Planning, Organizing, and Delivering Adult Education Instruction

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
2.08 Teaches learners how to learn (meta-cognitive approaches)	• Observed use of 1 strategy to assist learners in monitoring their own learning	• Observed use of 2-3 strategies to assist learners in monitoring their own learning	• Observed use of 4 or more strategies to assist learners in monitoring their own learning
2.09 Demonstrates awareness of instructional options for adults with disabilities and how to access local resources for assistance	• Identifies 1-2 instructional options and local resources	• Identifies 3 instructional options and local resources	• Identifies 4 or more instructional options and local resources
2.10 Explains the purpose and design of the individualized student education plan and/or the 1-year classroom education plan. (The individualized student education plan is used in one-on-one instructional situations and the 1-year classroom education plan is used in group instruction situations.)	• Explains 1 purpose of a student education plan (SEP) and/or the 1-year classroom education plan	• Explains 2-3 purposes of a student education plan (SEP) and/or the 1-year classroom education plan	• Explains 4 or more purposes of a student education plan (SEP) and/or the 1-year classroom education plan
2.11 Identifies ways for adults to apply learning within content areas and integrates employment, family, and community related activities into instruction	• Identifies 1-2 ways employment, family or community related activities are integrated into content area instruction	• Identifies 3-4 ways employment, family or community related activities are integrated into content area instruction	• Identifies 5 or more ways employment, family or community related activities are integrated into content area instruction
2.12 Develops effective lesson plans using a variety of techniques and outcome measures to meet identified learner goals	• Identifies 1-2 techniques and/or outcome measures included in lesson plan or individualized student education plan • Observed 1-2 ways techniques and/or outcome measures were implemented in instruction	• Identifies 3 techniques and/or outcome measures included in lesson plan or individualized student education plan • Observed 3 ways techniques and/or outcome measures were implemented in instruction	• Identifies 4 or more techniques and/or outcome measures included in lesson plan or individualized student education plan • Observed 4 or more ways techniques and/or outcome measures were implemented in instruction
2.13 Defines and applies approaches in adult learning	• Defines 1-2 approaches in adult learning • Observed 1 approach applied during instruction	• Defines 3-4 approaches in adult learning • Observed 2 approaches applied during instruction	• Thoroughly defines 5 or more approaches in adult learning • Observed 3 or more approaches applied during instruction
2.14 Utilizes knowledge of the factors that contribute to student retention and motivation	• Identifies 1-2 factors that contribute to student retention and motivation • Observed use of 1-2 strategies to retain and motivate learners	• Identifies 3 factors that contribute to student retention and motivation • Observed use of 3 strategies to retain and motivate learners	• Identifies 4 or more factors that contribute to student retention and motivation • Observed use of 4 or more strategies to retain and motivate learners

Rubric for EDU 133: Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.01 Integrates life skills throughout the curriculum	• Evidence of integration of 1-2 life skills throughout the curriculum • Limited or inconsistent incorporation of realia into instruction	• Evidence of integration of 3-4 life skills throughout the curriculum • Incorporation of realia into instruction	• Evidence of integration of 5 or more life skills throughout the curriculum • Consistent incorporation of realia into instruction
3.02 Applies knowledge of cognition (comprehension, application, analysis, and synthesis) to the appropriate instructional levels	• Evidence of level appropriate instruction in 1-2 cognitive strategies	• Evidence of level appropriate instruction in 3 cognitive strategies	• Evidence of level appropriate instruction in 4 or more cognitive strategies
3.03 Demonstrates competency in teaching math skills to levels 0-12.9. 0-3.9 - Instruction includes whole number math skills and such competencies e.g. numeration, estimation, problem-solving, whole number operations, and mathematic terms and measurement 4.0-8.9 - Instruction includes rational numbers in all four math operations, basic geometry, basic statistics, and problem-solving 9.0-12.9 - Instruction includes basic algebra, geometry, statistics, measurement and graphing	• Total math (computation and applied math) score between 580-594 on TABE forms 9/10 level A or scaled score between 235-239 on CASAS forms 37/38 level D Life Skills Math or forms 17/18 Workforce Learning Systems Forms • Observed level appropriate instruction in 1-2 math skills	• Total math (computation and applied math) score between 595-607 on TABE forms 9/10 level A or a scaled score between 240-244 on CASAS forms 37/38 level D Life Skills Math or forms 17/18 Workforce Learning Systems Forms • Observed level appropriate instruction in 3 math skills	• Total math (computation and applied math) score of 608+ on TABE forms 9/10 level A or a scaled score of 245+ on CASAS forms 37/38 level D Life Skills Math or forms 17/18 Workforce Learning Systems Forms • Observed level appropriate instruction in 4 or more math skills
3.04 Teaches techniques that develop comprehension, critical thinking, and problem-solving skills appropriate to the 4.0-12.9 level	• Observed instruction at levels 4.0-12.9 in 1-2 comprehension, critical thinking, and problem-solving techniques	• Observed instruction at levels 4.0-12.9 in 3 comprehension, critical thinking, and problem-solving techniques	• Observed instruction at levels 4.0-12.9 in 4 or more comprehension, critical thinking, and problem-solving techniques
3.05 Teaches learner self-correction strategies	• Evidence of instruction in 1-2 strategies for self-correction	• Evidence of instruction in 3 strategies for self-correction	• Evidence of instruction in 4 or more strategies for self-correction

Rubric for EDU 133: Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.06 Demonstrates awareness of the demographics of ABE/ASE learners and understands the characteristics of the three levels of ABE/ASE learners: 0-3.9, 4.0-8.9, 9.0-12.9	• Identifies 1-2 ABE/ASE learner demographics and/or characteristics of each of the three levels	• Identifies 3-4 ABE/ASE learner demographics and/or identifies characteristics of each of the three levels	• Identifies 5 or more ABE/ASE learner demographics and/or more characteristics of each of the three levels
3.07 Demonstrates knowledge of the cross-curricular nature of the GED test and/or high school completion curriculum	• Describes 1 aspect of the cross-curricular nature of the GED test and/or high school completion curriculum	• Describes 2-3 aspects of the cross-curricular nature of the GED test and/or high school completion curriculum	• Describes 4 or more aspects of the cross-curricular nature of the GED test and/or high school completion curriculum
3.08 Demonstrates awareness of the sequential spiral of skills needed to successfully complete the 5 areas of GED testing or the program's high school completion curriculum	• Identifies 1-2 skills needed to complete the 5 GED tests or for completion of the high school curriculum	• Identifies 3-4 skills needed to complete the 5 GED tests or for completion of the high school curriculum	• Identifies 5 or more skills needed to complete the 5 GED tests or for completion of the high school curriculum
3.09 Assists adults at the 0-3.9 levels to develop literacy skills in and out of classroom settings through a variety of instructional approaches and methods (Not all applicants teach learners at these levels, but it is required that they have the knowledge of these literacy skills.)	• Explains 1-2 approaches and methods by which adults develop basic literacy skills	• Explains 3 approaches and methods by which adults develop basic literacy skills	• Explains 4 or more approaches and methods by which adults develop basic literacy skills
3.10 Demonstrates understanding of computer-assisted learning objectives and identifies computer-based learning programs for ABE/ASE. (If computers aren't available for learners, the instructor uses computer based resources for learning and brings material from these resources into the classroom.)	• Identifies 1-2 strategies for incorporating computer-assisted instruction and/or 1-2 computer-based learning programs	• Identifies 3 strategies for incorporating computer-assisted instruction and/or computer-based learning programs	• Identifies 4 or more strategies for incorporating computer-assisted learning and/or computer-based learning programs
3.11 Identifies document, prose, and quantitative literacy appropriate to the 0-12.9 level	• Identifies reading material in 2 of the 3 types of literacy appropriate for each level and explains how they are used in instruction	• Identifies reading material in the 3 types of literacy appropriate for each level and explains how they are used in instruction	• Identifies reading material in the 3 types of literacy appropriate for each level and explains how they are used in instruction • Observed use of 3 types of literacy throughout the program year

Rubric for EDU 133: Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.12 Demonstrates ability to evaluate and select textbooks and software for ABE/ASE	• Identifies 1-2 criteria for evaluation and selection of textbooks and software for core and supplementary materials • The criteria identified are evident in the materials used with learners	• Identifies 3 criteria for evaluation and selection of textbooks and software for core and supplementary materials • The criteria identified are evident in the materials used with learners	• Identifies 4 or more criteria for evaluation and selection of textbooks and software for core and supplementary materials • The criteria identified are evident in the materials used with learners
3.13 Identifies, administers, and reports data on at least one standardized assessment that measures ABE/ASE proficiencies and uses the test scores appropriately to guide instruction	• Identifies 1 standardized ABE/ASE assessment • Limited ability to administer the standardized assessment • Limited or inconsistent data reporting • Observed 1-2 ways test information was used to guide instruction	• Identifies 1 standardized assessment • Administers the standardized assessment independently • Timely data reporting • Observed 3 ways test information was used to guide instruction	• Identifies 2 or more standardized assessments • Attended certified CASAS or TABE training and administers assessments independently • Consistent, timely, accurate data reporting • Observed 4 or more ways test information was used to guide instruction
3.14 Identifies techniques or activities that prepare ABE/ASE learners for standardized assessments	• Identifies 1-2 techniques or activities that prepare learners for standardized assessments	• Identifies 3 techniques or activities that prepare learners for standardized assessments • Observed use of 1-2 techniques or activities that prepare learners for standardized assessment	• Identifies 4 or more techniques or activities that prepare learners for standardized assessments • Observed use of 3 or more techniques or activities that prepare learners for standardized assessment
3.15 Defines, develops (if necessary), and administers criterion tests and/or performance assessments used periodically to measure proficiency in reading, writing, and math	• Defines and administers 1-2 alternative assessments in reading, writing, and math	• Defines and administers 3 types of alternative assessments in reading, writing, and math	• Defines, develops, and administers 4 or more types of alternative assessments in reading, writing, and math
3.16 Identifies writing skills appropriate to the 0-12.9 levels	• Identifies 1-2 writing expectations appropriate for each level • Observed instruction in 1 writing skill at each level	• Identifies 3 writing expectations appropriate for each level • Observed instruction in 2 writing skills at each level	• Identifies 4 or more writing expectations appropriate for each level • Observed instruction in 3 or more writing skills at each level

Rubric for EDU 134: Teaching English as a Second Language (ESL) to Adult Learners

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
4.01 Demonstrates appropriate use of native language in the classroom and individual instruction	• Limited knowledge of the appropriate use of native language during instruction • Observed limited or inconsistent appropriate use of native language during instruction	• Observed appropriate use of the learners' native language during instruction	• Observed appropriate use of the learners' native language by the teacher AND the learners during instruction • Observed activities that motivate and require learners to use English only
4.02 Teaches self correction strategies for ESL	• Observed instruction in 1-2 strategies for learner self-correction	• Observed instruction in 3 strategies for learner self-correction	• Observed instruction in 4 or more strategies for learner self-correction
4.03 Demonstrates awareness of the demographics of adult ESL learners and understands the characteristics of the three levels of ESL: beginning, intermediate, and advanced	• Identifies 1-2 ESL learner demographics and/or characteristics of each of the three levels	• Identifies 3-4 ESL learner demographics and/or characteristics of each of the three levels	• Identifies 5 or more ESL learner demographics and/or characteristics of each of the three levels
4.04 Demonstrates understanding of computer-assisted learning in support of learning objectives and identifies several computer-based learning programs for ESL. (If computers aren't available for learners, the instructor uses computer based resources for learning and brings material from these resources into the classroom.)	• Identifies 1-2 strategies for incorporating computer-assisted instruction and/or computer-based learning programs	• Identifies 3-4 strategies for incorporating computer-assisted instruction and/or computer-based learning programs	• Identifies 5 or more strategies for incorporating computer-assisted instruction and/or computer-based learning programs
4.05 Demonstrates a variety of formats for providing constructive error correction with critical linguistic feedback to learners	• Uses 1-2 techniques to provide constructive error correction with critical linguistic feedback to learners	• Uses 3 techniques to provide constructive error correction with critical linguistic feedback to learners	• Uses 4 or more techniques to provide constructive error correction with critical linguistic feedback to learners
4.06 Demonstrates ability to evaluate and select textbooks and software for ESL	• Identifies 1-2 criteria for selection and evaluation of textbooks and software for core and supplementary materials • The criteria identified are evident in materials used with learners	• Identifies 3 criteria for selection and evaluation of textbooks and software for core and supplementary materials • The criteria identified are evident in materials used with learners	• Identifies 4 or more criteria for selection and evaluation of textbooks and software for core and supplementary materials • The criteria identified are evident in materials used with learners

Rubric for EDU 134: Teaching English as a Second Language (ESL) to Adult Learners

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
4.07 Identifies, administers, and reports data on at least one standardized assessment that measures ESL proficiencies and uses the test score appropriately to guide instruction	• Identifies 1 standardized ESL assessment • Limited ability to administer the standardized assessment • Limited or inconsistent data reporting • Observed 1-2 ways test information was used to guide instruction	• Identifies 1 standardized ESL assessment • Administers the standardized assessment independently • Timely, accurate data reporting • Observed 3 ways test information was used to guide instruction	• Identifies 2 or more standardized ESL assessments • Attended certified CASAS or BEST training and administers assessments independently • Consistently reports timely, accurate data • Observed 4 or more ways test information was used to guide instruction
4.08 Identifies techniques or activities that prepare ESL learners for standardized assessments	• Identifies 1-2 techniques or activities that prepare learners for standardized assessments	• Identifies 3 techniques or activities that prepare learners for standardized assessments • Observed use of 1-2 techniques or activities that prepare learners for standardized assessments	• Identifies 4 or more techniques or activities that prepare learners for standardized assessments • Observed use of 3 or more techniques or activities that prepare learners for standardized assessments
4.09 Defines, develops (if necessary) and administers criterion tests and/or performance assessments used periodically to measure proficiency in English language	• Defines and administers 1-2 alternative assessments to measure English language proficiency	• Defines and administers 3 types of alternative assessments to measure English language proficiency	• Defines, develops, and administers 4 or more types of alternative assessments to measure English language proficiency
4.10 Identifies the processes by which learners acquire a new language in and out of classroom settings and implements various approaches and techniques	• Identifies 1-2 language acquisition processes • Observed use of 1-2 language acquisition approaches and techniques	• Identifies 3 language acquisition processes • Observed use of 3 language acquisition approaches and techniques	• Identifies 4 or more language acquisition processes • Observed use of 4 or more language acquisition approaches and techniques
4.11 Identifies and integrates language skills and language components in lesson planning (listening, speaking, reading, writing, vocabulary, semantics, syntax, and sound)	• Observed integration of 1-2 language skills and components in lesson planning	• Observed integration of 3 language skills and components in lesson planning	• Observed integration of 4 or more language skills and components in lesson planning

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.01 Involves adult learners in an interactive, ongoing, and cooperative process to set individual and family goals	• Identifies 1-2 examples of involving adult learners in an interactive, ongoing, and cooperative process to set individual and family goals • Observed identified examples	• Identifies 3 examples of involving adult learners in an interactive, ongoing, and cooperative process to set individual and family goals • Observed identified examples	• Identifies 4 or more examples of involving adult learners in an interactive, ongoing, and cooperative process to set individual and family goals • Observed identified examples
5.02 Demonstrates activities for literacy and language skills development based on family experiences and culture	• Observed 1-2 activities for literacy and language skills development based on family experiences and culture	• Observed 3 activities for literacy and language skills development based on family experiences and culture	• Observed 4 or more activities for literacy and language skills development based on family experiences and culture
5.03 Demonstrates strategies to provide a literacy-rich text environment	• Observed 1-2 strategies to provide a literacy-rich environment	• Observed 3 strategies to provide a literacy-rich environment	• Observed 4 or more strategies that provide a literacy-rich text environment
5.04 Engages early learners in different types of text such as stories, conversations, poetry, dramatizations, messages, etc.	• Observed use of 1-2 different types of text with early learners (EFL 0-4.9).	• Observed use of 3 different types of text with early learners (EFL 0-4.9)	• Observed use of 4 or more different types of text with early learners (EFL 0-4.9)
5.05 Promotes children's success with literacy through meaningful literacy experiences and interactions with adults	• Observed 1-2 activities that promote children's success with literacy through meaningful literacy experiences and interactions with adults	• Observed 3 activities that promote children's success with literacy through meaningful literacy experiences and interactions with adults	• Observed 4 or more activities that promote children's success with literacy through meaningful literacy experiences and interactions with adults
5.06 Demonstrates the ability to teach the connection between sounds and letters	• Observed 1-2 techniques or activities to develop phonemic awareness at an age appropriate level	• Observed 3 techniques or activities to develop phonemic awareness at an age appropriate level	• Observed 4 or more techniques or activities to develop phonemic awareness at an age appropriate level

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.07 Implements the Plan-Do-Review process, in which staff, parents, and children all have active roles	• Observed use of 1-2 elements of the Plan-Do-Review process	• Observed use of 3 elements of the Plan-Do-Review process • Observed active participation of staff, parents and/or children	• Observed use of 4 or more elements of the Plan-Do-Review process • Observed active participation of staff, parents and children
5.08 Assists parents in developing goals that support their children's learning	• Observed 1-2 examples of parents being assisted in developing goals that support their children's learning	• Observed 3 examples of parents being assisted in developing goals that support their children's learning	• Observed 4 or more examples of parents being assisted in developing goals that support their children's learning
5.09 Demonstrates strategies that support parents in language and literacy development at home	• Observed use of 1-2 strategies that support parents in literacy development at home	• Observed use of 3 strategies that support parents in literacy development at home	• Observed use of 4 or more strategies that support parents in literacy development at home
5.10 Demonstrates ability to facilitate parent involvement in child's classroom and in school activities	• Observed 1-2 examples of facilitation of parent involvement in child's classroom or in school activities	• Observed 3 examples of facilitation of parent involvement in child's classroom or in school activities	• Observed 4 or more examples of facilitation of parent involvement in child's classroom and in school activities
5.11 Uses extrinsic motivators to encourage families to remain in the program long enough to meet their goals and to form intrinsic motivation	• Observed use of 1-2 extrinsic motivators to encourage families to remain in the program	• Observed use of 3 extrinsic motivators to encourage families to remain in the program long enough to meet their goals	• Observed use of 4 or more extrinsic motivators to encourage families to remain in the program long enough to meet their goals and to form intrinsic motivation
5.12 Demonstrates strategies to listen, ask questions, summarize discussions, and survey parents about interests/ needs	• Observed use of 1-2 strategies to talk with parents about interests/ needs	• Observed use of 3 strategies to talk with parents about interests/needs	• Observed use of 4 or more strategies to talk with parents about interests/needs
5.13 Demonstrates strategies to facilitate development of problem-solving skills	• Observed use of 1-2 strategies to develop problem-solving skills	• Observed use of 3 strategies to develop problem-solving skills	• Observed use of 4 or more strategies to develop problem-solving skills

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.14 Demonstrates strategies to encourage parent leadership	• Observed use of 1-2 strategies to encourage parent leadership	• Observed use of 3 strategies to encourage parent leadership	• Observed use of 4 or more strategies to encourage parent leadership
5.15 Demonstrates strategies to integrate academic skills into parent support lessons	• Observed use of 1-2 strategies to integrate academic skills into parent support lessons	• Observed use of 3 strategies to integrate academic skills into parent support lessons	• Observed use of 4 or more strategies to integrate academic skills into parent support lessons
5.16 Demonstrates meaningful ways to use print to create an environment that promotes language-rich experiences	• Observed 1-2 meaningful uses of print to create an environment that promotes language-rich experiences	• Observed 3 meaningful uses of print to create an environment that promotes language-rich experiences	• Observed 4 or more meaningful uses of print to create an environment that promotes language-rich experiences
5.17 Demonstrates instructional strategies that utilize or are based on family strengths, interests, and needs	• Observed use of 1-2 instructional strategies that utilize or are based on family strengths, interests and needs	• Observed use of 3 instructional strategies that utilize or are based on family strengths, interests and needs	• Observed use of 4 or more instructional strategies that utilize or are based on family strengths, interests and needs
5.18 Demonstrates scaffolding to obtain optimum learning	• Observed 1-2 ways scaffolding was used to optimize learning	• Observed 3 ways scaffolding was used to optimize learning	• Observed 4 or more ways scaffolding was used to optimize learning
5.19 Demonstrates knowledge of literacy development concepts	• Identifies 1-2 literacy development concepts in either adults <u>or</u> children	• Identifies 3 literacy development concepts in both adults <u>and</u> children	• Identifies 4 or more literacy development concepts in both adults <u>and</u> children and their reciprocal roles in a family literacy program

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.20 Demonstrates knowledge of how parents and staff support early literacy development	• Identifies 1-2 ways parents or staff can support early literacy development	• Identifies 3 ways parents and staff can support early literacy development	• Identifies 4 or more ways parents and staff can support early literacy development
5.21 Makes use of community resources to support parent learning	• Identifies 1-2 community resources used to support parent learning	• Identifies 3-4 community resources used to support parent learning	• Identifies 5 or more community resources used to support parent learning
5.22 Demonstrates understanding of Family Action Plans that address parent goals in all four components and identifies the need for additional resources to support family's educational goals	• Explains purpose and role of Family Action Plans that address parent goals in all four components	• Explains purpose and role of Family Action Plans that address parent goals in all four components • Identifies 1-2 reasons why additional resources are needed to support family's educational goals	• Explains purpose and role of Family Action Plans that address parent goals in all four components • Identifies 3 or more reasons why additional resources are needed to support family's educational goals
5.23 Describes the four component model, including federal definition of family literacy services	• Lists the four components of family literacy programming	• Lists and describes the four components of family literacy programming • Provides basic federal definition of family literacy services	• Lists and thoroughly describes the four components of model family literacy programming • Thoroughly explains the federal definition of family literacy services
5.24 Describes characteristics of an effective family literacy program	• Describes 1-2 characteristics of an effective family literacy program	• Describes 3 characteristics of an effective family literacy program	• Describes 4 or more characteristics of an effective family literacy program
5.25 Identifies and describes the structures that support children's learning: environment, routines, interactions, and assessment	• Identifies and describes 1-2 structures that support children's learning	• Identifies and describes 3 structures that support children's learning	• Identifies and describes 4 or more structures that support children's learning
5.26 Describes a home environment and family experiences that build knowledge and opportunities for learning new concepts	• Describes 1-2 attributes of a home's physical environment and/or types of family experiences that build knowledge and opportunities for learning new concepts	• Describes 1-2 attributes of a home's physical environment that build knowledge and opportunities for learning new concepts • Describes 1-2 types of family experiences that build knowledge and opportunities for learning new concepts	• Describes 3 or more attributes of a home's physical environment that build knowledge and opportunities for learning new concepts • Describes 3 or more types of family experiences that build knowledge and opportunities for learning new concepts

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.27 Explains the rationale behind PACT time and its purposes in a 4 component family literacy program	• Explains the rationale for PACT time and identifies 1-2 purposes of PACT time	• Explains the rationale for PACT time and identifies 3 purposes of PACT time	• Thoroughly explains the rationale for PACT time and identifies 4 or more purposes of PACT time
5.28 Demonstrates knowledge of research that supports a strong correlation between children being read to by their primary caretakers and children's interest in books, as well as interactive reading patterns between parents and preschoolers	• Cites 1-2 examples from research that support a correlation between children being read to by their primary caretakers and children's interest in books	• Cites and summarizes 3 examples from research that support a correlation between children being read to by their primary caretakers and children's interest in books	• Cites and summarizes 4 or more examples from research that support a correlation between children being read to by their primary caretakers and children's interest in books • Explains interactive reading patterns between parents and preschoolers
5.29 Describes the rationale for component integration and how team planning is essential to its successful implementation	• Describes the rationale for component integration • Gives 1-2 reasons why team planning is essential to successful implementation of component integration	• Describes the rationale for component integration • Gives 3 reasons why team planning is essential to successful implementation of component integration	• Thoroughly describes the rationale for component integration • Gives 4 or more reasons why team planning is essential to successful implementation of component integration
5.30 Identifies ways that themes, ideas, and issues can be integrated throughout the components	• Identifies 1-2 ways that themes, ideas and/or issues can be integrated throughout components	• Identifies 3 ways that themes, ideas and/or issues can be integrated throughout components	• Identifies 4 or more ways that themes, ideas <u>and</u> issues can be integrated throughout components
5.31 Describes the role parents play in positive adult-child interactions	• Describes 1-2 ways parents can create positive adult-child interactions	• Describes 3 ways parents can create positive adult-child interactions	• Describes 4 or more ways parents can create positive adult-child interactions
5.32 Demonstrates a team approach to integrating all four components into curriculum planning	• Identifies 1-2 examples of use of a team approach that integrates 1-2 of the components into curriculum planning	• Identifies 3 examples of use of a team approach that integrates 3 of the components into curriculum planning	• Identifies 4 or more examples of use of a team approach that integrates all 4 components into curriculum planning • Observed application of identified examples

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.33 Develops effective lesson plans to integrate parent support with early childhood education, adult education, and Parent and Child Together time	• Review of a random selection of lesson plans demonstrates 1 way parent support was integrated • Observed integration of parent support during instruction	• Review of a random selection of lesson plans demonstrates 2 ways parent support was integrated • Observed integration of parent support during instruction	• Review of a random selection of lesson plans demonstrates 3 or more ways parent support was integrated • Observed integration of parent support during instruction
5.34 Implements the program's core messages throughout the components	• Identifies the program's core messages • Observed implementation of core messages in 1-2 components	• Identifies the program's core messages • Observed implementation of core messages in 3 components	• Identifies the program's core messages • Observed implementation of core messages in 4 components of a family literacy program
5.35 Demonstrates ability to evaluate and select a variety of developmentally-appropriate texts	• Identifies 1-2 criteria for evaluation and selection of developmentally-appropriate texts • The criteria identified are evident in the materials used with learners	• Identifies 3 criteria for evaluation and selection of developmentally-appropriate texts • The criteria identified are evident in the materials used with learners	• Identifies 4 or more criteria for evaluation and selection of developmentally-appropriate texts • The criteria identified are evident in the materials used with learners
5.36 Creates and implements daily routine that provides opportunities for small group, large group, and one-on-one learning throughout the day and throughout the curriculum	• Identifies how a daily routine was created that provides opportunities for various groupings • Observed 1-2 examples of daily routines that provided opportunities for various groupings	• Identifies how a daily routine was created that provides opportunities for various groupings • Observed 3 examples of daily routines that provided opportunities for various groupings	• Identifies how a daily routine was created that provides opportunities for various groupings • Observed 4 or more examples of daily routines that provided opportunities for various groupings
5.37 Identifies, administers, and reports data on appropriate screening/ assessment instruments for different ages	• Identifies 1 appropriate screening/ assessment for different ages • Limited ability to administer the screening/assessment • Limited or inconsistent data reporting	• Identifies 2 appropriate screening/ assessments for different ages • Administers the screening/ assessment independently • Timely, accurate data reporting	• Identifies 3 or more appropriate screening/ assessments for different ages • Administers the screening/ assessment independently • Timely, accurate data reporting
5.38 Identifies and demonstrates effective strategies for parents to support their children's early learning	• Identifies 1-2 effective strategies for parents to support their children's early learning • Observed use of these strategies	• Identifies 3 effective strategies for parents to support their children's early learning • Observed use of these strategies	• Identifies 4 or more effective strategies for parents to support their children's early learning • Observed use of these strategies