Please assess

- *

Criterion	Performance Rating			
	Expected	**Moving Toward Expected**	**Unacceptable**	**Score**
Writing Development	2 Students writing development was assessed and results were considered when planning instruction in order to address students strengths, needs, and interests.	1 Students writing development was assessed and results were considered when planning instruction, but the students strengths, needs, and interests were not thoroughly considered in designing instruction.	0 Students writing development was not appropriately assessed so results were not used in designing the writing lessons.	
Instructional Environment	2 The instructional environment motivated the student to express ideas in writing.	1 The instructional environment only motivated the student to express ideas in writing to a minimal degree.	0 The instructional environment did not motivate the student to express ideas in writing.	
Connections	2 Writing lessons incorporated connections with reading, listening, and speaking.	1 Writing lessons incorporated a few connections with reading or listening or speaking.	0 Writing lessons did not incorporate connections with reading, listening, or speaking.	
Instructional Stages	2 Writing lessons provided instruction in the various stages of writing: prewriting, drafting, revising, and editing.	1 Writing lessons provided instruction in some of the various stages of writing.	0 Writing lessons did not provided instruction in the various stages of writing.	
Self-Assessment	2 Writing lessons included time for the writer to self-assess his/her writing and to elicit feedback from others.	1 Writing lessons included time for the writer to either self-assess his/her writing or to elicit feedback , but not both.	0 Writing lessons did not include time for the writer to self-assess his/her writing or to elicit feedback from others.	
Mechanics	2 Effective use of the conventions of	1 Minor errors in the use of the conventions of	0 Serious errors in the use of	

	academic English.	academic English.	the conventions of academic English.
Reflection	2 Reflection clearly examines the candidates learning throughout the writing process connecting it to theory and course content.	1 Reflection explains the candidates learning, connecting it to either theory or course content.	0 Reflection explains the candidates learning but does not connect the learning to theory or course content.
			Rubric Score
			Rubric Mean

Total Score 0

Total Mean