

# Social Context Project Rubric

## Specific Criteria for Acceptable Performance

**WARNING:** This in-course summative assessment is related to the Admission to Student Teaching institutional gateway for physics teacher education majors. In order to receive the positive recommendation of the PTE coordinator required for Admission to Student Teaching, all candidates must earn an overall average score of 2 (Acceptable) on this performance task. In addition, no single dimension may be scored unacceptable.

**Note:** To see a sampling of what a good narrative report should look like, view [elements of an exemplary Social Context Project report](#) written by PTE graduate David Eddy during the winter of 2004.

Dimension	Unacceptable (0 pts)	Inadequate (1 pt)	Acceptable (2 pts)	Excellent (3 pts)	Score
<b>Step 1: Pre-Student Teaching Clinical Experiences</b>					
<b>Depth of Discussion</b> (addend)	No serious attempt to inquire into topic under discussion.	Questions not clearly related to subject matter of clinical experience; inadequate number of questions to gain sufficient understanding of topic.	Clearly related to subject matter of clinical experience; oriented toward obtaining both important and useful information; uses questions provided.	Acceptable plus asks a number of original questions, including follow-up questions designed to probe for important detail.	
<b>Narrative Responses</b> (addend)	No serious attempt to provide meaningful answers to topic under discussion.	Provides responses to questions, some of which do not answer the question asked.	Provides narrative responses with sufficient detail to serve as a useful reference in the future; context right, yet clear and concise.	Demonstrates an extraordinary effort to fully document experiences; provide exceptional detail; clearly the result of extra effort; uniformly good.	
<b>Number</b> (multiplier on above sum)	Addresses all required pre-student teaching clinical experiences in an acceptable manner.	Addresses fewer than all required pre-student teaching clinical experiences in an acceptable manner.	Addresses all required pre-student teaching clinical experiences in an acceptable manner.	Addresses 3 or more additional, non-required pre-student teaching clinical experiences in an acceptable manner.	
<b>Step 2: Needs and Values of the Community</b>					
<b>Needs</b> (addend)	Not attempted, or so poorly written as to be unacceptable.	Conclusion in relation to needs provided but do not appear to be drawn from observational data, or poorly written essay.	Conclusion in relation to needs appear to be drawn from observational data; well written short essay; clearly addresses effects on teaching.	Acceptable plus additional conclusions derived from some form of public record.	
<b>Values</b> (addend)	Not attempted, or so poorly written as to be unacceptable.	Conclusion in relation to values provided but do not appear to be drawn from observational data, or poorly written essay.	Conclusion in relation to values appear to be drawn from observational data; well written short essay; clearly addresses effects on teaching.	Acceptable plus additional conclusions derived from some form of public record.	

<b>Step 3: Helpful People and Institutions</b>					
<b>People</b> (addend)	Makes no attempt to identify human resources to advance the learning of science.	Generally identifies types of human resources and how these can be used to advance the learning of science in the classroom <i>or</i> the field.	Clearly identifies specific human resources and how these can be used to advance the learning of science in the classroom <i>or</i> the field.	Acceptable but includes information about <i>both</i> classroom and field.	
<b>Institutions</b> (addend)	Makes no attempt to identify community resources to advance the learning of science.	Generally identifies types of community resources and how these can be used to advance the learning of science in the classroom <i>or</i> the field.	Clearly identifies specific community resources and how these can be used to advance the learning of science in the classroom <i>or</i> the field.	Acceptable but includes information about <i>both</i> classroom and field.	
<b>Pre-STT Clinical Experiences Portfolio</b>					
<b>Organization</b> (addend)	Materials disorganized.	All material clearly presented but not readily distinguishable.	Material clearly presented; three sections associated with steps readily distinguished.	N/A	
<b>Appearance</b> (addend)	Has "thrown together" appearance; disheveled; soiled.	Amateur appearance; poorly formatted; stapled together.	Professional appearance; well formatted; mounted within a folder or binder.	N/A	
<b>Spelling, Grammar, &amp; Punctuation</b> (addend)	Poorly written with numerous spelling, grammar, and spelling errors.	Reasonably well written with few grammar and punctuation errors; no spelling errors.	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors.	N/A	
<b>TOTAL:</b>					

**Comments:**