

STUDENT NAME: _____

PRINCIPLES OF LEARNING FOR TEACHING WINTER 2002

RUBRIC FOR CASES OF INSTRUCTION AND LEARNING

REVISED 2/02

Element	Distinguished	Proficient	Developing
The setting and students: <i>What is the context of the case?</i>	The case provides a clear description of the relevant details about the school and classroom setting. A description of the community may also aid the reader in understanding the context of the case.	The description of the context is evident. More details about the school, classroom, or community would be useful to aid the reader.	The description needs more relevant details about the school, classroom, or community setting in order to make the case understandable.
	The students in the classroom are described in terms of both who they are individually (culturally, linguistically, ethnically, personally) and who they are as a group (group dynamics, classroom community, student-to-student interactions).	The description of the students as individuals and as members of a group is partially complete, but needs more relevant details.	Description of the students as individuals or as members of a community needs more development if the reader is to understand their learning and behavior in the case.
	The students are described in terms of their prior knowledge of and experience with the content or skills that are addressed in the case.	The students' prior knowledge of content is addressed minimally.	Students' prior knowledge needs to be addressed.
Educational goals: <i>What did the teacher intend the students to learn?</i>	The case describes what the teacher intended the students to learn during the instructional sequence, i.e., conceptual understandings, new skills, metacognitive processes, attitudes, or behaviors.	The case describes some of what the teacher intended the students to learn during the instructional sequence.	It is not yet quite clear what the teacher intended the students to learn during the instructional sequence. More detail would be helpful.
	The learning goals are clear to the reader and the learning experiences are described in enough detail for the reader to have a basic understanding of the content being taught.	The description of the learning goals and/or experiences leaves the reader partially clear about what content is being taught. More details would be useful.	More description of the learning goals and experiences is needed to help the reader understand the content or skills being taught.
	The case provides the curricular context for the learning goals and describes how these goals fit into the broader context of the course or the current unit.	The case gives us a glimpse of how the learning goals fit into the broader context of the course or the current unit. More relevant details would be helpful.	It is not entirely clear how the learning goals fit into the broader context of the course or the current unit.
Case scenario: <i>How did the events of the case unfold?</i>	The case has a clearly developed narrative that: -communicates the teacher's intentions and expectations for how the teaching and learning would unfold; -explains any problems, difficulties, or surprises that emerged during or after the instruction; -discusses the students' reactions or responses; -describes the teacher's thinking and next steps.	The case includes most or all of the narrative components. Some aspects of the narrative would benefit from more detail or clarification: _____ _____	The case narrative still needs development in terms of the following narrative components: _____ _____ _____
	Both the teacher's reaction and the students' reaction to the instructional sequence are described with supporting evidence, i.e., dialogue exchanges, examples of students' responses to assignments, descriptions of teacher and student actions, and descriptions of the teachers' thoughts and reactions during instruction.	Participant reactions are included. More evidence would help the reader to better understand these reactions or particular perspectives. In particular: _____ _____	Greater understanding of participant interactions is needed. Information and evidence about how students reacted and what they learned should be included. In particular: _____ _____
Analysis/ Interpretation:	The case provides a thorough explanation of how the teacher made sense of what happened by examining what the teacher thought worked and what didn't work with regard to student learning and understanding.	The case explains how the teacher made sense of what happened. It would be strengthened further by more elaboration and/or information about student learning.	The case needs more explanation and / or evidence about what the teacher thought worked and what didn't work, with regard to student learning.

(cont.) <i>How does the teacher make sense of what happened?</i>		The analysis provides well-grounded reasons, motives, and rationale for why the teacher thinks the instruction and learning unfolded as they did. These are consonant with the evidence provided.		The analysis provides reasons for why the teacher thinks the instruction and learning unfolded as they did. The explanations would be more persuasive if more fully developed.		The analysis needs to develop an explanation for why the teacher thinks the instruction and learning unfolded as they did, including motives, reasons, & rationale. The explanation needs to be linked to the evidence provided.
		The analysis draws upon larger, theoretical ideas about learners and learning, transfer, culture, curriculum, instructional design, and teaching methods that help support the hypotheses and explanations in the case. These ideas may be drawn from the readings in this course or other courses.		The analysis draws upon some larger, theoretical ideas about learners and learning. More connections to these ideas are possible and would benefit the interpretation of the case.		The analysis will benefit from drawing upon larger, theoretical ideas about learners and learning, curriculum and teaching. In particular: _____ _____
Reflection: <i>What does the teacher (author) learn from the case?</i>		The case looks retrospectively at the events presented and addresses the question of what might be done differently in future instruction.		The case looks retrospectively at the events presented. It could be strengthened by more attention to what might be done differently in future instruction.		The case does not yet reflect on the meaning of the case or address the question of what might be done differently in future instruction.
		The teacher's reflection explores what has been learned from the case and suggests how future decisions about curriculum, instructional design, pedagogy, or other aspects of teaching might be affected by this new understanding.		The teacher's reflection describes what has been learned from the case and how future teaching decisions may be affected by this new understanding. More explanation would help communicate this to the reader.		The teacher's reflection minimally explores what has been learned from the case and needs to offer suggestions for how future teaching decisions might be affected by this new understanding.
Quality of writing: <i>Giving attention to the crafting the case.</i>		The case engages the reader, using vivid language and details of the interaction and holds the reader's interest by presenting a provocative or compelling story.		The case has a clearly developed story. More vivid details could bring it alive for the reader even more fully.		The case presents a story that may need more clear organization <i>or</i> the story is told in broad, generic terms that need more supporting detail.
		The theme is clear and is captured in the case title that describes "what this is a case of."		A theme is stated and could be further developed to answer the question, "What is this a case of?"		A theme needs to be developed to answer the question "what is this a case of?"
		The organization of case is easy to follow.		The case can be understood. Some structural organization would make it even more clear.		The case is a bit difficult to follow and could benefit from more organization and clarity.
		Writing is clear and uses conventions (grammar, spelling, etc.) appropriately.		Writing is generally clear and conventions are mostly used appropriately.		Revision should include a focus on the use of conventions (grammar, spelling, etc.).
	The case includes appropriate citations to the research ideas that are referenced.		The case includes reference to appropriate ideas, citations to the research are needed in some places		The case does not yet include appropriate reference to theoretical ideas or citations to the research.	
Overall: <i>Does the case teach other teachers?</i>		The narrative selected for the case is case-worthy--it addresses an important area of learning and teaching, an uncertainty or dilemma that other teachers can identify with, and has the potential to stimulate other teachers to reflect on their own work.		The narrative selected for the case is case-worthy. More explanation would help other teachers to identify with and reflect upon it.		The narrative selected for the case does not yet draw out the significance of the events so that it can inform other teachers' work. More discussion of the meaning of the situation will be helpful.
		The case successfully shows how the specific classroom situation reflects broader ideas about learning and teaching and provides evidence that the case author has learned from his or her own experience.		The case adequately describes how the specific classroom situation reflects broader ideas about learning and teaching. More explanation of the implications would be useful to other readers.		The case describes the specific classroom situation. It will benefit from discussing how the situation reflects broader ideas about learning and teaching.