

# Individual Student Rubric

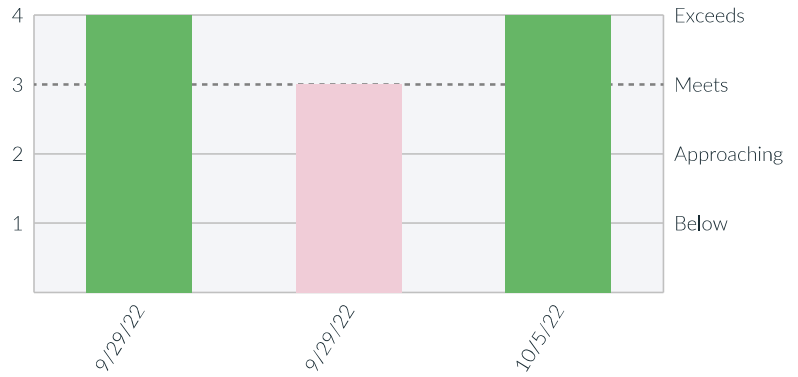
Student	Rubric	Dates
(10065) Amy Santiago	InTASC Assessment Rubric DEMO-TEACH- 1000	1/1/22-12/31/22

## 1(a)

1(a)

The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

**Related Standards:**1(a), 1(b), 1(c), 1(d), 1(e), 1(f), 1(g), 1(h), 1(i), 1(j), 1(k), 2(a), 2(b), 2(c), 2(d), 2(e), 2(f), 2(g), 2(h), 2(i), 2(j), 2(k), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 3(k), 3(l), 3(m), 3(n), 3(o), 3(p), 3(q), 3(r), 4(a), 4(d), 4(e), 4(f), 4(g), 4(h), 4(i), 4(j), 4(k), 4(l), 4(m), 4(n), 4(o), 4(p), 4(q), 4(r), 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(g), 5(h), 5(i), 5(j), 5(k), 5(l), 5(m), 5(n), 5(o), 5(p), 5(q), 5(r), 5(s), 6(a), 6(b), 6(c), 6(d), 6(e), 6(f), 6(g), 6(h), 6(i), 6(j), 6(k), 6(l), 6(m), 6(n), 6(o), 6(p), 6(q), 6(r), 6(s), 6(t), 6(u), 6(v), 7(a), 7(b), 7(c), 7(d), 7(e), 7(f), 7(g), 7(h), 7(i), 7(j), 7(k), 7(l), 7(m), 7(n), 7(o), 7(p), 7(q), 8(a), 8(b), 8(c), 8(d), 8(e), 8(f), 8(g), 8(h), 8(i), 8(j), 8(k), 8(l), 8(m), 8(n), 8(o), 8(p), 8(q), 8(r), 8(s), 9(a), 9(b), 9(c), 9(d), 9(e), 9(f), 9(g), 9(h), 9(i), 9(j), 9(k), 9(l), 9(m), 9(n), 9(o), 10(a), 10(b), 10(c), 10(d), 10(e), 10(f), 10(g), 10(h), 10(i), 10(j), 10(l), 10(m), 10(n), 10(o), 10(q), 10(s), 10(t), 2(l), 2(m), 2(n)

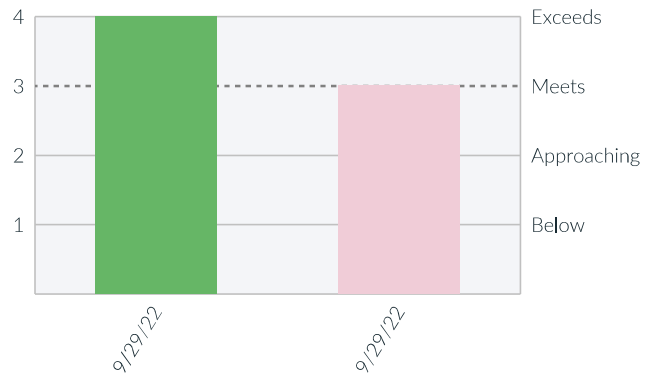


## 1(b)

1(b)

The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning

**Related Standards:**1(b)

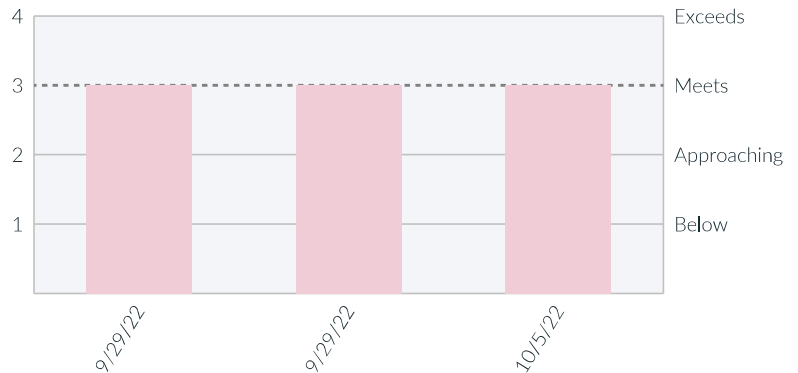


## 1(c)

1(c)

The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**Related Standards:**1(c)



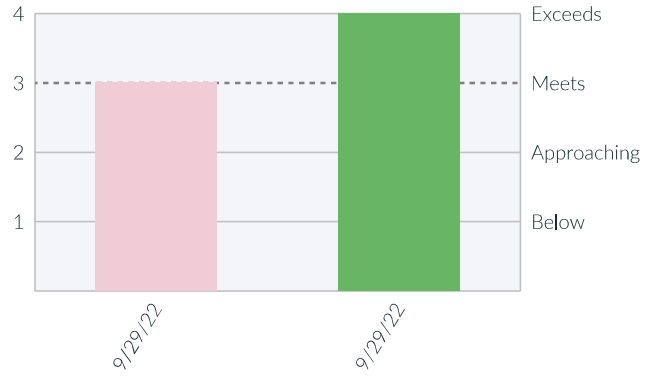
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## 1(d)

1(d)

The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

**Related Standards:**1(d)

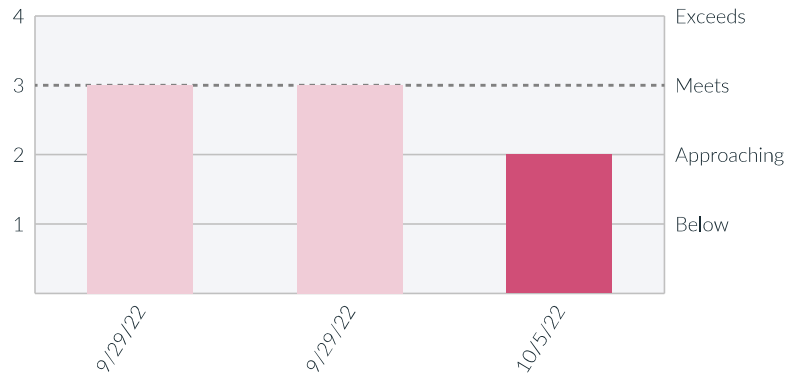


## 1(e)

1(e)

The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

**Related Standards:**1(e)

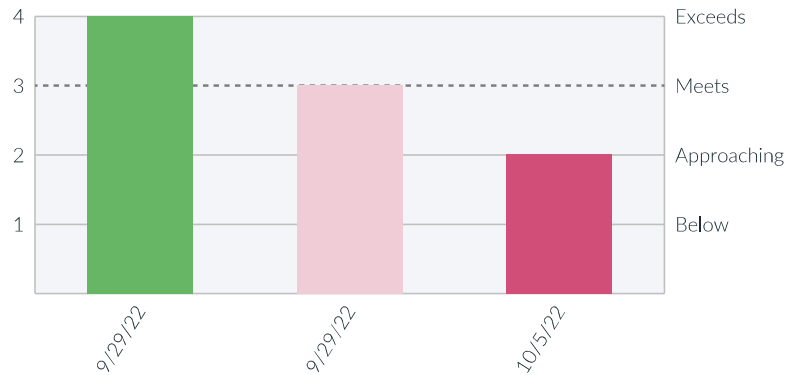


## 1(f)

1(f)

The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

**Related Standards:**1(f)

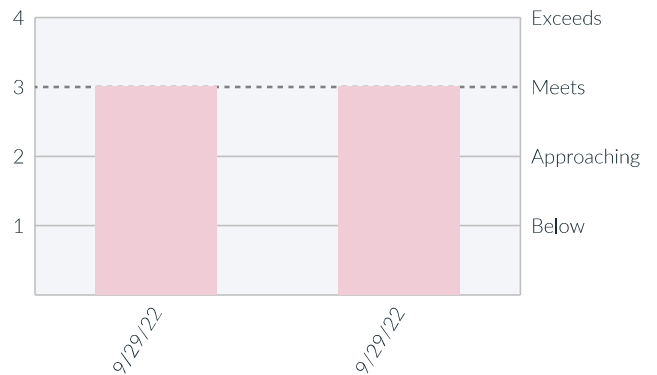


## 1(g)

1(g)

The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

**Related Standards:**1(g)



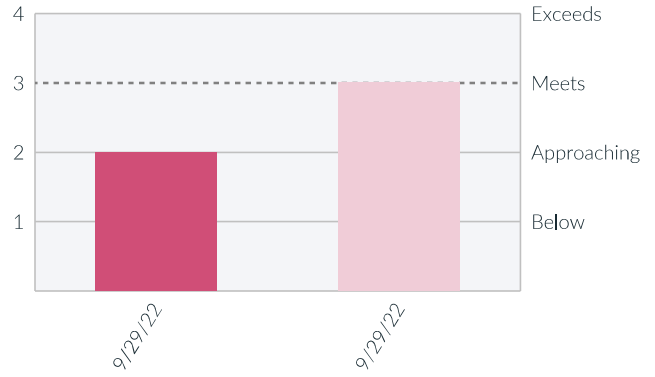
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## 1(h)

1(h)

The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development

**Related Standards:**1(h)

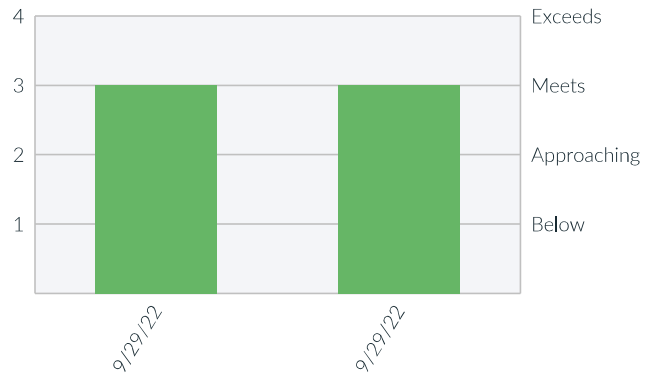


## 1(i)

1(i)

The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

**Related Standards:**1(i)

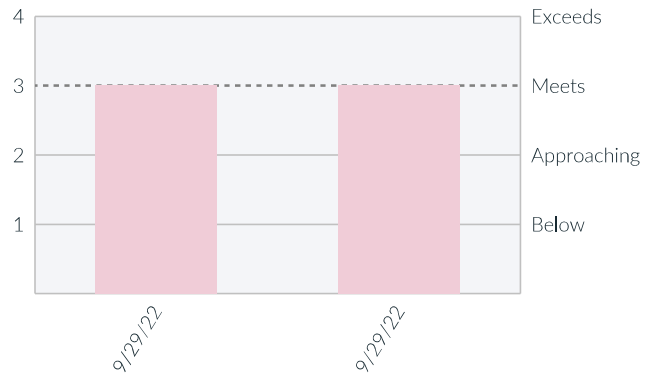


## 1(j)

1(j)

The teacher takes responsibility for promoting learners' growth and development

**Related Standards:**1(j)



## 1(k)

1(k)

The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**Related Standards:**1(k)

