

**West Virginia State University  
Admission to Teacher Education Program Rubric (Revised 8.19.2019)**

Candidate \_\_\_\_\_  
Date \_\_\_\_\_  
GPA (All college courses) \_\_\_\_\_

A00 \_\_\_\_\_ EDUC 316-\_\_\_\_\_  
CRN \_\_\_\_\_  
ACT/SAT score \_\_\_\_\_ Fall/Spring \_\_\_\_\_  
ACT/SAT %-ile score \_\_\_\_\_

	<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<b>Overall GPA (PLO 1) WVPTS: 1A</b>	3.75- 4.0	3.0 – 3.749	2.5 – 2.99	Below 2.5
<b>ACT/SAT Score (PLO 1) WVPTS: 1A</b>	At or above 68 <sup>th</sup> %-ile	From 60 <sup>th</sup> to 67 <sup>th</sup> %-ile	From 50 <sup>th</sup> to 59 <sup>th</sup> %-ile	Below 50 <sup>th</sup> %-ile
<b>From submitted A-5 (pre-Fall 2015-version) Professional Education Evaluation (PLO 4)</b>	All 4s in each area	Mostly 3s and 4s in each area	Two in any area	One in any area
<b>From submitted Field Evaluation from Educ 201 or 202.</b>	All 4s in each area	Mostly 3s and 4s in each area	Two in any area	One in any area
<b>FROM submitted Revised A-5 Consistent Attendance (Role Model)</b>	Perfect Attendance. Never misses class.	Consistent attendance -- misses less than 5% of scheduled classes.	Inconsistent attendance - - misses between 5-20% of scheduled classes.	Poor attendance -- misses more than 20% of scheduled classes.
<b>FROM submitted Revised A-5  Punctuality (Role Model)</b>	Always punctual. Never late.	Usually punctual. Late less than 5% of scheduled start times.	Inconsistent punctuality. Late for between 5-20% of scheduled start times.	Not punctual. Late more than 20% of scheduled start times.
<b>FROM submitted Revised A-5  Openness to constructive evaluation (Member of a Profession)</b>	The candidate seeks feedback from both peers and instructor. Incorporates feedback into work.	The candidate accepts feedback from both peers and instructor. Incorporates feedback into work.	Candidate accepts feedback without comment. May not act on feedback.	Candidate resists feedback, verbally or nonverbally. Does not act on feedback.
<b>FROM submitted Revised A-5  Respect for Others (Member of a Profession)</b>	Always has a positive attitude about others, regardless of background. <u>Takes an active role in encouraging a positive learning environment.</u> For example, when evaluating peer work, encourages excellence while supporting and respecting the person.	Has a uniformly positive attitude toward others, regardless of background. <u>May not take an active role in encouraging others or may be ineffective in attempts at encouragement.</u>	Usually has a positive attitude toward others. May be more inclined to work with people like self and be less likely to have interactions with people not like self <b>OR</b> may occasionally be harsh in criticism of others' work.	Perceived as a negative person: Openly critical of others so that they feel attacked <b>OR</b> severely restricts interactions with others <b>OR</b> makes it clear that he/she only interacts with people who think/ act/ look like self.

	<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Professional Behaviors (Member of a Profession)</b>	The candidate demonstrates a very high degree of professional behavior in dress, timeliness and attendance.	The candidate demonstrates consistent professional behavior in dress, timeliness and attendance.	The candidate demonstrates professional behavior in dress, timeliness and attendance, with occasional lapses in one or more.	The candidate demonstrates significant lapses in professional behavior in dress, timeliness or attendance.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Good Team Member (Member of a Profession)</b>	Shows initiative in interactions with educators. Invites evaluation and feedback.	Asks questions and shows interest in the classroom environment.	Interacts in a positive and helpful manner when others initiate.	Shows difficulty in maintaining a positive disposition during interactions.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Standard English Grammar (Role Model)</b>	The candidate always uses Standard English Grammar in speech and in writing.	The candidate consistently uses Standard English Grammar in speech and in writing, using formal and informal structures appropriate to the situation.	The candidate usually uses Standard English Grammar in speech and in writing, but may use informal language at inappropriate times.	The candidate demonstrates errors in Standard English Grammar in speech or in writing that give students a poor role model for Standard English.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Relates well to Students (Student Focused)</b>	The candidate's interaction with students reflects genuine respect and caring for all students, including those from underrepresented groups.	Candidate-student interactions are friendly and demonstrate general caring and respect.	Candidate-student interactions are generally appropriate but may reflect occasional negativity, inconsistencies, or favoritism.	The candidate's interaction with one or more students is negative, demeaning, or sarcastic.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Placement Requirements (Student Focused)</b>	Candidate is proactive in completing placement requirements, keeps teacher abreast of requirements early in the placement, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements successfully, keeps teacher abreast of requirements, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements, may be lax in communicating requirements to teacher, or interactions may not lead to positive student achievement.	Candidate does not complete placement requirements, or does not communicate their completion to the teacher or interactions with students yield negative achievement results.
<b>Professionalism (timeliness, completeness and quality of submission)</b>	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and meeting all selectivity requirements.	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and request for exemption from selectivity requirements was granted on first attempt.	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and request for exemption from selectivity requirements was granted on second attempt.	Candidate failed to submit the application for admission to teacher education before the end of the previous semester, OR submitted with missing information OR selectivity requirements were not met OR exemption from selectivity requirement was not granted on the 2 <sup>nd</sup> or subsequent attempt.

Signature of Chair or designee \_\_\_\_\_ Entered in LiveText \_\_\_\_\_ (Date)

\_\_\_\_\_ (Initials)