# DOP Task 1 (0215)

Top of Form

|  | **value: 0.00** | **value: 1.00** | **value: 2.00** | **value: 3.00** | **value: 4.00** | **Score/Level** |
| --- | --- | --- | --- | --- | --- | --- |
| Articulation of Response (clarity, organization, mechanics) | The candidate provides unsatisfactory articulation of response. | The candidate provides weak articulation of response. | The candidate provides limited articulation of response. | The candidate provides adequate articulation of response. | The candidate provides substantial articulation of response. |  |
| Use or Promotion of Academic Language | The candidate demonstrates unsatisfactory use or promotion of academic language. | Not applicable. | The candidate demonstrates developing use or promotion of academic language. | Not applicable. | The candidate demonstrates satisfactory use or promotion of academic language. |  |
| General Teaching Dispositions as Indicated in the Teachers College Code of Ethics | The candidate demonstrates inappropriate professional teaching dispositions. | Not applicable. | The candidate demonstrates developing professional teaching dispositions. | Not applicable. | The candidate demonstrates appropriate professional teaching dispositions. |  |
| Affirming of Diversity and Cross-Culturally Competent | The candidate demonstrates an inappropriate disposition for affirmation of diversity and cross-cultural competence. | Not applicable. | The candidate demonstrates a developing disposition for affirmation of diversity and cross-cultural competence. | Not applicable. | The candidate demonstrates an appropriate disposition for affirmation of diversity and cross-cultural competence. |  |
| Committed to the Belief That All Students Can Learn | The candidate demonstrates an inappropriate disposition for commitment to the belief that all students can learn. | Not applicable. | The candidate demonstrates a developing disposition for commitment to the belief that all students can learn. | Not applicable. | The candidate demonstrates an appropriate disposition for commitment to the belief that all students can learn. |  |
| Technologically Proficient | The candidate demonstrates an inappropriate disposition for being technologically proficient. | Not applicable. | The candidate demonstrates a developing disposition for being technologically proficient. | Not applicable. | The candidate demonstrates an appropriate disposition for being technologically proficient. |  |
| A. Science Lesson Plan: Given Points | The candidate provides a standards-based science lesson plan for a third-, fourth-, or fifth-grade class that includes 0–3 of the given points. | The candidate provides a standards-based science lesson plan for a third-, fourth-, or fifth-grade class that includes 4–5 of the given points. | The candidate provides a standards-based science lesson plan for a third-, fourth-, or fifth-grade class that includes 6 of the given points. | Not applicable. | The candidate provides a standards-based science lesson plan for a third-, fourth-, or fifth-grade class that includes all 7 of the given points. |  |
| A. Science Lesson Plan: Measurable Objectives | The candidate does not provide measurable objectives (condition, behavior, and criterion) relevant to the standards and topic identified. | Not applicable. | Not applicable. | Not applicable. | The candidate provides measurable objectives (condition, behavior, and criterion) relevant to the standards and topic identified. |  |
| A. Science Lesson Plan: Detail | The candidate provides sufficient detail within the lesson plan for 0–3 of the given points. | The candidate provides sufficient detail within the lesson plan for 4–5 of the given points. | The candidate provides sufficient detail within the lesson plan for 6 of the given points. | Not applicable. | The candidate provides sufficient detail within the lesson plan for 7 of the given points. |  |
| A1. Active Participation Strategies in Lesson Plan | The candidate does not identify 3 different types of active participation strategies in the lesson plan to promote student engagement. | Not applicable. | Not applicable. | Not applicable. | The candidate identifies 3 different types of active participation strategies in the lesson plan to promote student engagement. |  |
| A2. Grouping Strategy in Lesson Plan | The candidate does not identify 1 grouping strategy in the lesson plan. | Not applicable. | Not applicable. | Not applicable. | The candidate identifies 1 grouping strategy in the lesson plan. |  |
| A3. Strategies to Integrate Technology in Lesson Plan | The candidate does not identify 2 different strategies in the lesson plan that integrate student-centered technology within the lesson plan to support student learning. | Not applicable. | Not applicable. | Not applicable. | The candidate identifies 2 different strategies in the lesson plan that integrate student-centered technology within the lesson plan to support student learning. |  |
| B1a. Justification of Active Participation Strategies for the Class as a Whole | The candidate does not provide a logical justification with relevant academic research of the use of the active participation strategies for the class as a whole. | The candidate provides a logical justification, with no support from relevant academic research, of the use of the active participation strategies for the class as a whole. | The candidate provides a logical justification, with limited support from relevant academic research, of the use of the active participation strategies for the class as a whole. | The candidate provides a logical justification, with adequate support from relevant academic research, of the use of the active participation strategies for the class as a whole. | The candidate provides a logical justification, with substantial support from relevant academic research, of the use of the active participation strategies for the class as a whole. |  |
| B1b. Justification of Active Participation Strategies for the Diverse Learners in the Class | The candidate does not provide a logical justification with relevant academic research of the use of the active participation strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with no support from relevant academic research, of the use of the active participation strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with limited support from relevant academic research, of the use of the active participation strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with adequate support from relevant academic research, of the use of the active participation strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with substantial support from relevant academic research, of the use of the active participation strategies for a diverse learner/group in the class. |  |
| B2a. Justification of Grouping Strategy for the Class as a Whole | The candidate does not provide a logical justification with relevant academic research of the use of the grouping strategy, including how the grouping facilitates learning for the class as a whole. | The candidate provides a logical justification, with no support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for the class as a whole. | The candidate provides a logical justification, with limited support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for the class as a whole. | The candidate provides a logical justification, with adequate support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for the class as a whole. | The candidate provides a logical justification, with substantial support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for the class as a whole. |  |
| B2b. Justification of Grouping Strategy for the Diverse Learners in the Class | The candidate does not provide a logical justification with relevant academic research of the use of the grouping strategy, including how the grouping facilitates learning for a diverse learner/group in the class. | The candidate provides a logical justification, with no support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for a diverse learner/group in the class. | The candidate provides a logical justification, with limited support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for a diverse learner/group in the class. | The candidate provides a logical justification, with adequate support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for a diverse learner/group in the class. | The candidate provides a logical justification, with substantial support from relevant academic research, of the use of the grouping strategy, including how the grouping facilitates learning for a diverse learner/group in the class. |  |
| B3a. Justification of Technology Strategies for the Class as a Whole | The candidate does not provide a logical justification with relevant academic research of the choice of the technology strategies for the class as a whole. | The candidate provides a logical justification, with no support from relevant academic research, of the choice of the technology strategies for the class as a whole. | The candidate provides a logical justification, with limited support from relevant academic research, of the choice of the technology strategies for the class as a whole. | The candidate provides a logical justification, with adequate support from relevant academic research, of the choice of the technology strategies for the class as a whole. | The candidate provides a logical justification, with substantial support from relevant academic research, of the choice of the technology strategies for the class as a whole. |  |
| B3b. Justification of Technology Strategies for the Diverse Learners in the Class | The candidate does not provide a logical justification with relevant academic research of the choice of the technology strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with no support from relevant academic research, of the choice of the technology strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with limited support from relevant academic research, of the choice of the technology strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with adequate support from relevant academic research, of the choice of the technology strategies for a diverse learner/group in the class. | The candidate provides a logical justification, with substantial support from relevant academic research, of the choice of the technology strategies for a diverse learner/group in the class. |  |
| C. Sources | When the candidate uses sources, the candidate does not provide in-text citations and references. | When the candidate uses sources, the candidate provides only some in-text citations and references. | When the candidate uses sources, the candidate provides appropriate in-text citations and references with major deviations from APA style. | When the candidate uses sources, the candidate provides appropriate in-text citations and references with minor deviations from APA style. | When the candidate uses sources, the candidate provides appropriate in-text citations and references with no readily detectable deviations from APA style. |  |
|  | | | | | | |

Bottom of Form