# [Created with Taskstream](http://www.taskstream.com/%22%20%5Ct%20%22_blank)DOP Task 1 (0215)

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|  | **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.  |   |
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