2021 NCTE Standards SAMPLE Rubric (Please note that this is a sample rubric—programs should adapt to their own needs.)

1.1 Candidates gath	or and interpret compreh	ancivo data on loarnore' i	ndividual differences ide	ntitios, and funds of	
1.1 Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA.					
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)	
The candidate gathered and interpreted comprehensive data on all learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engaged all learners in ELA.	The candidate gathered and interpreted comprehensive data on most of the learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engaged all learners in ELA.	The candidate gathered and interpreted comprehensive data on some of the learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engaged all learners in ELA.	The candidate gathered and/or interpreted comprehensive data on few of the learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engaged all learners in ELA.	The candidate did not gather and/or interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA.	
		ledge of how the construction to the construction of the construct			
identities affect learning		herent, relevant, inclusive ngages all learners in EL		instruction that critically	
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)	
The candidate consistently applied and demonstrated knowledge of how the constructs of adolescence/adolescent s and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.	The candidate intermittently applied and demonstrated knowledge of how the constructs of adolescence and adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.	The candidate sporadically applied and/or demonstrated knowledge of how the constructs of adolescence and adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.	The candidate applied or demonstrated minimal knowledge of how the constructs of adolescence and adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.	The candidate did not apply and demonstrate knowledge of how the constructs of adolescence and adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.	
		edge of learning processe g, curating, and creating t	_		
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)	
The candidate consistently applied and demonstrated	The candidate applied and demonstrated knowledge of learning	The candidate applied and/or demonstrated basic knowledge of	The candidate applied and/or demonstrated little knowledge of	The candidate neither applied nor demonstrated	

knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).	processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).	learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).	learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).	knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).
	adult, classic, contempor			
toxic oigi, youiig		enres, cultures, and lived		
	, , , , , , , , , , , , , , , , , , ,	, ,		
The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	
The candidate	The candidate	The candidate	The candidate	The candidate does no
demonstrated	demonstrated good	demonstrated	demonstrated	demonstrate knowledge
exceptional knowledge of and theoretical	knowledge of and	acceptable knowledge of and theoretical	progressing knowledge of and theoretical	of and theoretical
perspectives about a	theoretical perspectives about a variety of	perspectives about a	perspectives about a	perspectives about a variety of literary and
variety of literary and	literary and	variety of literary and	variety of literary and	informational texts—
informational texts—	informational texts—	informational texts—	informational texts—	e.g., young adult,
e.g., young adult,	e.g., young adult,	e.g., young adult,	e.g., young adult,	classic, contemporary,
classic, contemporary,	classic, contemporary,	classic, contemporary,	classic, contemporary,	and media—thus
and media—that	and media—that	and media—that	and media—that	representing no real
represent a diverse,	represent a somewhat	represent a narrow but	represent a limited	range of world
pluralistic range of	diverse range of world	present range of world	range of world	literatures, historical
world literatures, historical traditions,	literatures, historical traditions, genres,	literatures, historical traditions, genres,	literatures, historical traditions, genres,	traditions, genres, cultures, or lived
genres, cultures, and	cultures, and/or lived	cultures, and/or lived	cultures, and/or lived	experiences.
lived experiences.	experiences.	experiences.	experiences.	схропопосо.
0.0000000000000000000000000000000000000			4i	
	nd demonstrate knowledg purpose by composing a			
Context, and	purpose by composing a	nd critically caratilig a rai	inge of texts (e.g., print, di	gitai, ilicaia).
The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	
The candidate applied	The candidate applied	The candidate applied	The candidate applied	The candidate neither
and demonstrated in-	and demonstrated	and demonstrated	and/or demonstrated	applied nor
depth knowledge and theoretical perspectives	knowledge and theoretical perspectives	developing knowledge and theoretical	partial knowledge and/or theoretical	demonstrated knowledge and
of the relationships	of the relationships	perspectives of the	perspectives of the	theoretical perspective
among form, audience,	among form, audience,	relationships among	relationships among	of the relationships
context, and purpose by	context, and purpose by	form, audience, context,	form, audience, context,	among form, audience
composing and critically	composing and critically	and purpose by	and purpose by	context, and purpose
curating a range of texts	curating a range of texts	composing and/or	composing and/or	and did not
(e.g., print, digital,	(e.g., print, digital,	critically curating a	critically curating a	demonstrate attention
media).	media).	range of texts (e.g.,	range of texts (e.g.,	to composing or
		print, digital, media).	print, digital, media).	critically curating a
				range of texts (e.g., print, digital, media).
				print, digital, media).

2.3 Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including
language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to
various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	
The candidate applied	The candidate applied	The candidate applied	The candidate applied	The candidate neither
and demonstrated in-	and demonstrated	and demonstrated	and/or demonstrated	applied nor
depth knowledge of	knowledge of the	developing knowledge	partial knowledge of the	demonstrated
theoretical perspectives	theoretical perspectives	of the theoretical	theoretical perspectives	knowledge of the
of language and	of language and	perspectives of	of language and	theoretical perspectives
languaging, including	languaging, including	language and	languaging, including	of language and
language acquisition,	language acquisition,	languaging, including	language acquisition,	languaging, including
conventions, dialect,	conventions, dialect,	language acquisition,	conventions, dialect,	language acquisition,
grammar systems, and	grammar systems, and	conventions, dialect,	grammar systems,	conventions, dialect,
the impact of languages	the impact of languages	grammar systems,	and/or the impact of	grammar systems, and
on society as they	on society as they	and/or the impact of	languages on society as	the impact of languages
relate to various	relate to various	languages on society as	they relate to various	on society as they
rhetorical situations	rhetorical situations	they relate to various	rhetorical situations	relate to various
(e.g., journalism, social	(e.g., journalism, social	rhetorical situations	(e.g., journalism, social	rhetorical situations
media, popular culture)	media, popular culture)	(e.g., journalism, social	media, popular culture)	(e.g., journalism, social
and audiences.	and audiences.	media, popular culture)	and audiences.	media, popular culture)
		and audiences.		and audiences.

## 3.1 Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.

The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	. ,
The candidate	The candidate	The candidate used a	The candidate rarely	The candidate did not
consistently used a	effectively used a	variety of resources and	used a variety of	use a variety of
variety of resources and	variety of resources and	technologies to plan	resources and	resources and/or
technologies to plan	technologies to plan	coherent, relevant,	technologies to plan	technologies to plan
coherent, relevant,	coherent, relevant,	standards-aligned,	coherent, relevant,	coherent, relevant,
standards-aligned,	standards-aligned,	antiracist/antibias, and	standards-aligned,	standards-aligned,
antiracist/antibias, and	antiracist/antibias, and	differentiated instruction	antiracist/antibias, and	antiracist/antibias, nor
differentiated instruction	differentiated instruction	that incorporates some	differentiated instruction	differentiated instruction
that incorporates a wide	that incorporates a	appropriate theories,	and incorporated limited	incorporating theories,
variety of theories,	variety theories,	research, and	theories, research, and	research, and
research, and	research, and	knowledge of ELA to	knowledge of ELA to	knowledge of ELA to
knowledge of ELA to	knowledge of ELA to	support and engage all	support and engage all	support and engage all
support and engage all	support and engage all	learners in meeting	learners in meeting	learners in meeting
learners in meeting	learners in meeting	learning goals.	learning goals.	learning goals.
learning goals.	learning goals.			

## 3.2 Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.

The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	
The candidate	The candidate	The candidate identified	The candidate identified	The candidate did not
consistently identified	effectively identified	and/or designed	and/or designed	identify and/or design
and/or designed	and/or designed	formative and	formative and	formative and

effective formative and summative assessments that directly reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.	formative and summative assessments that closely reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.	summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.	summative assessments that minimally reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.	summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.
<u>-</u>	ent coherent, relevant, sta nd technologies and inco			
a variety of resources a		rners in meeting learning		to support and engage
			g-w	
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate consistently <u>and</u> effectively implemented coherent, relevant, standards- aligned, differentiated and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and actively engage all learners in meeting learning goals.	The candidate effectively implemented coherent, relevant, standards-aligned, differentiated and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	The candidate appropriately implemented coherent, relevant, standards-aligned, differentiated and/or antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage most learners in meeting learning goals.	The candidate only minimally implemented coherent, relevant, standards-aligned, differentiated instruction; used only a limited variety of resources and technologies; and minimally incorporated theories, research, and knowledge of ELA to support and engage some learners in meeting learning goals.	The candidate did not implement coherent, relevant, standards-aligned, differentiated instruction that uses resources and technologies and did not incorporate theories, research, and/or knowledge of ELA to support and engage learners in meeting learning goals.
4 2 Candidates implem	lent formative and summ	 ative assessments that re	l lect FI Δ research align	with intended learning
	learners in monitoring the			
		instruction.		
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate consistently implemented effective formative and summative	The candidate implemented effective formative and summative assessments that closely reflected ELA	The candidate implemented formative and summative assessments that reflected ELA research, aligned with intended	The candidate minimally implemented formative and/or summative assessments that minimally reflected ELA	The candidate did not implement formative and/or summative assessments that reflected ELA research, aligned with intended

established goals,

and/or guided the next

ELA instruction.

progress toward

established goals, and

guided the next steps of

ELA instruction.

steps of ELA

instruction.

	T	T		T
guided the next steps of			steps of ELA	
ELA instruction.			instruction.	
400		.4.41	A !	After the formation the constraint
			A in multiple ways that a	
their own learning (e	.g., learning management	systems, digital commun	nication tools, conferenci	ng, written feedback).
The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	
(4)	(3)	(2)	(1)	(0)
The candidate engaged	The candidate engaged	The candidate	The candidate had	The candidate did not
in multiple forms of	in effective	communicated with	minimal communication	communicate with
effective communication	communication with	learners to deliver	with learners to deliver	learners to deliver
with learners to deliver	learners to deliver	feedback. Some forms	feedback.	feedback.
feedback. Each of these	feedback. Many of	of communication	Communication	Teeuback.
forms of communication	these forms of	involved learners in	minimally involved	
involved learners in	communication involved	their own learning and	learners in their own	
their own learning and	learners in their own	performance.	learning and	
performance.	learning and	performance.	performance.	
portormanoc.	performance.		performance.	
E 4 Candidates valle et a	·	l avenagianasa and have the	fuama thair nuastiasa a	nd impost their teaching
5.1 Candidates reflect o	in their own identities and	of ELA.	ey frame their practices a	nd impact their teaching
		OI ELA.		
The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	(0)
The candidate	The candidate critically	The candidate reflected	The candidate reflected	The candidate did not
extensively and critically	reflected on their own	on their own identities	on their own identities	reflect on their own
reflected on their own	identities and	and experiences and	and experiences but did	identities and
identities and	experiences and	made tenuous	not make a connection	experiences.
experiences and	connected how those	connections to how	to how those frame their	
directly connected how	frame their practices	those frame their	practices and impact	
those frame their	and impact their	practices and impact	their teaching of ELA.	
practices and impact	teaching of ELA.	their teaching of ELA.	Ŭ	
their teaching of ELA.		· ·		
5.2 Candidates ι	use feedback and evidenc	e from a range of sources	s to reflect upon and info	m their practice.
The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	
The candidate used	The candidate used	The candidate used	The candidate used	The candidate did not
feedback and evidence	feedback and evidence	feedback and/or	feedback and/or	accept feedback or
from a wide range of	from a range of sources	evidence from an	evidence from other	seek sources to reflect
sources to critically	to reflect upon and	outside source to reflect	sources to reflect upon	upon or inform their
reflect upon and inform	inform their practice.	upon and inform their	or inform their practice.	practice.
their practice.		practice.		1514
5.3 Candidates apply	and demonstrate knowle		learners, families, colleaç	gues, and ELA-related
		learning communities		
The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	
The candidate applied	The candidate applied	The candidate applied	The candidate applied	The candidate did not
and demonstrated in-	and demonstrated	and/or demonstrated	and/or demonstrated	apply or demonstrate
depth knowledge of	effective knowledge of	acceptable knowledge	minimal knowledge of	knowledge of how to
how to consistently and	how to collaborate with	of how to collaborate	how to collaborate with	collaborate with
effectively collaborate	learners, families,	with learners, families,	learners, families,	learners, families,

with learners, families, colleagues, and ELA-related learning communities.	colleagues, and ELA- related learning communities.	colleagues, and/or ELA- related learning communities.	colleagues, or ELA- related learning communities.	colleagues, or ELA- related learning communities.
5.4 Candidates demon	strate readiness for leade	ership, professional learn	ing, and advocacy for lea	rners, themselves, and
		ELA.		
The Accomplished	The Competent	The Developing	The Beginning	Not Demonstrated
Candidate	Candidate	Candidate	Candidate	(0)
(4)	(3)	(2)	(1)	. ,
The candidate	The candidate	The candidate	The candidate	The candidate did not
consistently and	demonstrated effective	demonstrated	demonstrated minimal	demonstrate readiness
effectively	readiness for	acceptable readiness	readiness for	for leadership,
demonstrated readiness	leadership, professional	for leadership,	leadership, professional	professional learning, or
for leadership,	learning, and advocacy	professional learning,	learning, or advocacy	advocacy for learners,
professional learning,	for learners,	and/or advocacy for	for learners,	themselves, and ELA.
and advocacy for	themselves, and ELA.	learners, themselves,	themselves, and ELA.	
learners, themselves,		and ELA.		
and ELA.				