

## 2021 NCTE Standards SAMPLE Rubric

(Please note that this is a sample rubric—programs should adapt to their own needs.)

<b>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.</b>				
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.
<b>1.2 Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.</b>				
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/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 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.
<b>1.3 Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).</b>				
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).
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**2.1 Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.**

The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate demonstrated exceptional knowledge of and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a diverse, pluralistic range of world literatures, historical traditions, genres, cultures, and lived experiences.	The candidate demonstrated good knowledge of and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a somewhat diverse range of world literatures, historical traditions, genres, cultures, and/or lived experiences.	The candidate demonstrated acceptable knowledge of and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a narrow but present range of world literatures, historical traditions, genres, cultures, and/or lived experiences.	The candidate demonstrated progressing knowledge of and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a limited range of world literatures, historical traditions, genres, cultures, and/or lived experiences.	The candidate does not demonstrate knowledge of and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—thus representing no real range of world literatures, historical traditions, genres, cultures, or lived experiences.

**2.2 Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).**

The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate applied and demonstrated in-depth knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).	The candidate applied and demonstrated knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).	The candidate applied and demonstrated developing knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and/or critically curating a range of texts (e.g., print, digital, media).	The candidate applied and/or demonstrated partial knowledge and/or theoretical perspectives of the relationships among form, audience, context, and purpose by composing and/or critically curating a range of texts (e.g., print, digital, media).	The candidate neither applied nor demonstrated knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose and did not demonstrate attention to composing or critically curating a range of texts (e.g., 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 Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate applied and demonstrated in-depth knowledge of the 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 candidate applied and demonstrated knowledge of the 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 candidate applied and demonstrated developing knowledge of the theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and/or the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.	The candidate applied and/or demonstrated partial knowledge of the theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and/or the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.	The candidate neither applied nor demonstrated knowledge of the 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.

**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 Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate consistently used a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates a wide variety of theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	The candidate effectively used a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates a variety theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	The candidate used a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates some appropriate theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	The candidate rarely used a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction and incorporated limited theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	The candidate did not use a variety of resources and/or technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, nor differentiated instruction incorporating theories, research, and knowledge of ELA to support and engage all learners in meeting 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 Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate consistently identified and/or designed	The candidate effectively identified and/or designed	The candidate identified and/or designed formative and	The candidate identified and/or designed formative and	The candidate did not identify and/or design 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.
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**4.1 Candidates implement 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 Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate consistently <i>and</i> 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 implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA 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 assessments that directly reflected ELA research, aligned with intended learning outcomes, actively engaged all learners in monitoring their progress toward established goals, and	The candidate implemented effective formative and summative assessments that closely reflected ELA research, aligned with intended learning outcomes, engaged all learners in monitoring their progress toward established goals, and guided the next steps of ELA instruction.	The candidate implemented formative and summative assessments that reflected ELA research, aligned with intended learning outcomes, engaged most learners in monitoring their progress toward established goals, and/or guided the next steps of ELA instruction.	The candidate minimally implemented formative and/or summative assessments that minimally reflected ELA research, aligned with intended learning outcomes, engaged some learners in monitoring their progress toward established goals, and/or guided the next	The candidate did not implement formative and/or summative assessments that reflected ELA research, aligned with intended learning outcomes, engaged learners in monitoring their progress toward established goals, or guided the next steps of ELA instruction.

guided the next steps of ELA instruction.			steps of ELA instruction.	
<b>4.3 Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).</b>				
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate engaged in multiple forms of effective communication with learners to deliver feedback. Each of these forms of communication involved learners in their own learning and performance.	The candidate engaged in effective communication with learners to deliver feedback. Many of these forms of communication involved learners in their own learning and performance.	The candidate communicated with learners to deliver feedback. Some forms of communication involved learners in their own learning and performance.	The candidate had minimal communication with learners to deliver feedback. Communication minimally involved learners in their own learning and performance.	The candidate did not communicate with learners to deliver feedback.
<b>5.1 Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.</b>				
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate extensively and critically reflected on their own identities and experiences and directly connected how those frame their practices and impact their teaching of ELA.	The candidate critically reflected on their own identities and experiences and connected how those frame their practices and impact their teaching of ELA.	The candidate reflected on their own identities and experiences and made tenuous connections to how those frame their practices and impact their teaching of ELA.	The candidate reflected on their own identities and experiences but did not make a connection to how those frame their practices and impact their teaching of ELA.	The candidate did not reflect on their own identities and experiences.
<b>5.2 Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice.</b>				
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate used feedback and evidence from a wide range of sources to critically reflect upon and inform their practice.	The candidate used feedback and evidence from a range of sources to reflect upon and inform their practice.	The candidate used feedback and/or evidence from an outside source to reflect upon and inform their practice.	The candidate used feedback and/or evidence from other sources to reflect upon or inform their practice.	The candidate did not accept feedback or seek sources to reflect upon or inform their practice.
<b>5.3 Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities</b>				
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate applied and demonstrated in-depth knowledge of how to consistently and effectively collaborate	The candidate applied and demonstrated effective knowledge of how to collaborate with learners, families,	The candidate applied and/or demonstrated acceptable knowledge of how to collaborate with learners, families,	The candidate applied and/or demonstrated minimal knowledge of how to collaborate with learners, families,	The candidate did not apply or demonstrate knowledge of how to collaborate with 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.
<b>5.4 Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.</b>				
The Accomplished Candidate (4)	The Competent Candidate (3)	The Developing Candidate (2)	The Beginning Candidate (1)	Not Demonstrated (0)
The candidate consistently and effectively demonstrated readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.	The candidate demonstrated effective readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.	The candidate demonstrated acceptable readiness for leadership, professional learning, and/or advocacy for learners, themselves, and ELA.	The candidate demonstrated minimal readiness for leadership, professional learning, or advocacy for learners, themselves, and ELA.	The candidate did not demonstrate readiness for leadership, professional learning, or advocacy for learners, themselves, and ELA.