

EDU271 Reading and Decoding: Virtual Field Experience Critical Thinking Form Rubric

The Virtual Field Experience Critical Thinking Form for this course requires Pre-Service Teacher Candidates to watch three videos which showcase a master teacher presenting Action Reading Program lessons to a group of students. Once all three videos have been viewed, each Pre-Service Teacher Candidate completes the Virtual Field Experience Critical Thinking form which consists of seven (7) questions. (InTASC 8(a), 8(l), 8(j), 8(e), 8(m), 9(l), 9(m), 9(n))



Indicator	Exceeds	Meets	Approaches	Falls Far Below
1. Describe how the teacher in the video motivates her students to participate in the lesson. (InTASC 8(a))	<p>The student describes in detail how the teacher motivates her students to participate in the lesson.</p> <p>14 points</p>	<p>The student describes how the teacher motivates her students to participate in the lesson.</p> <p>11 points</p>	<p>The student partially describes how the teacher motivates her students to participate in the lesson.</p> <p>8 points</p>	<p>The student does not describe how the teacher motivates her students to participate in the lesson.</p> <p>0 points</p>
2. Describe how Action Reading requires students to be "active" participants using both physical and verbal actions. (InTASC 8 (l))	<p>The student describes in detail how Action Reading requires students to be "active" participants using both physical and verbal actions.</p> <p>14 points</p>	<p>The student describes how Action Reading requires students to be "active" participants using both physical and verbal actions.</p> <p>11 points</p>	<p>The student partially describes how Action Reading requires students to be "active" participants using both physical and verbal actions.</p> <p>8 points</p>	<p>The student does not describe how Action Reading requires students to be "active" participants using both physical and verbal actions.</p> <p>0 points</p>
3. Describe how the teacher links the students' prior knowledge or experiences to the content being taught. (InTASC 8(j))	<p>The student describes in detail how the teacher links the students' prior knowledge or experiences to</p>	<p>The student how the teacher links the students' prior knowledge or experiences to the content being taught.</p>	<p>The student partially describes how the teacher links the students' prior</p>	<p>The student does not describe how the teacher links the students' prior knowledge or experiences</p>

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	the content being taught. 14 points	11 points	knowledge or experiences to the content being taught. 8 points	to the content being taught. 0 points
4. Describe how the teacher models various reading strategies for the students. (InTASC 8(e))	The student describes in detail how the teacher models various reading strategies for the students. 14 points	The student describes how the teacher models various reading strategies for the students. 11 points	The student partially describes how the teacher models various reading strategies for the students. 8 points	The student does not describe how the teacher models various reading strategies for the students. 0 points
5. Describe how the teacher checked for understanding throughout the lesson. (InTASC 8(m))	The student describes in detail how the teacher checked for understanding throughout the lesson. 14 points	The student describes how the teacher checked for understanding throughout the lesson. 11 points	The student partially describes how the teacher checked for understanding throughout the lesson. 8 points	The student does not describe how the teacher checked for understanding throughout the lesson. 0 points
6. Describe the similarities and differences between the one-on-one instruction completed with your student and the classroom setting showcased on the virtual field experience DVD. (InTASC 9(l), 9(m), 9(n))	The student writes a detailed comparison of the similarities and differences between the one-on-one instruction completed with the student and the classroom setting showcased on the virtual field experience DVD. 14 points	The student writes a comparison of the similarities and differences between the one-on-one instruction completed with the student and the classroom setting showcased on the virtual field experience DVD. 11 points	The student writes a partial comparison of the similarities and differences between the one-on-one instruction completed with the student and the classroom setting showcased on the virtual field experience DVD. 8 points	The student does not write a comparison of the similarities and differences between the one-on-one instruction completed with the student and the classroom setting showcased on the virtual field experience DVD. 0 points

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<p>7. At the completion of your virtual practicum DVD field experience, write a personal summary of your practicum experience. What specific information either changed or enhanced your thinking about reading instruction. (InTASC 9(l), 9(m), 9(n))</p>	<p>The student writes a detailed reflection of specific information that either changed or enhanced their own thinking about reading instruction.</p> <p>14 points</p>	<p>The student writes a reflection of specific information that either changed or enhanced their own thinking about reading instruction.</p> <p>11 points</p>	<p>The student writes a partial reflection of specific information that either changed or enhanced their own thinking about reading instruction.</p> <p>8 points</p>	<p>The student does not write a reflection of specific information that either changed or enhanced their own thinking about reading instruction.</p> <p>0 points</p>
<p>Grammar/Mechanics</p>	<p>Nearly error-free. Reflects thorough proofreading for grammar and spelling.</p> <p>2 points</p>		<p>Frequent errors in spelling, grammar, and punctuation.</p> <p>0 points</p>	
<p>Total: 100 points</p>				

Rubric Notes:

<p>"Detailed" = Exceeds</p>	<ul style="list-style-type: none"> • Responds to the assignment in an exemplary fashion. • Maintains a strong sense of purpose and organization throughout. • Provides relevant, specific, and convincing supporting details.
<p>"Meets"</p>	<ul style="list-style-type: none"> • Follows directions adequately. • Is primarily presented in a purposeful and well-organized manner. • Contains mostly relevant supporting details.
<p>"Partially" = "Approaches"</p>	<ul style="list-style-type: none"> • Follows directions at a minimum. • Purpose and organization are existent but weak. • Elaboration and explication are minimal where necessary.
<p>"Vague, Limited, or does not attempt" = "Falls Far Below"</p>	<ul style="list-style-type: none"> • Follows directions unevenly. • Purpose is not clear and answer is disorganized. • Makes very general statements or repeats ideas; lacks elaboration and explication where necessary.