

Competence	Poor	Acceptable	Excellent
Describing performance in two different activities of teaching: --explaining a new idea --managing a discussion (or others that you may have done)	Language is mostly evaluative, precluding the reader to picture what happened in the lessons taught. Text refers to no incidents recorded or makes no specific reference to the skills targeted.	Language is more evaluative than descriptive, offering vague portrait of the teaching that took place. Some specific incidents recorded help understand the events for each of the four skills targeted but vagueness in the content makes it hard to picture exactly what the lesson looked like.	Language is descriptive rather than just evaluative, offering a portrait of teaching that can be understood by somebody who was not present. Text refers to specific incidents recorded for each of the four skills targeted. Description is clear in regard to the specific mathematics being taught.
Examining critically performance in the skills of teaching	Issues of teaching are discussed without reference to the specific skills targeted or without any relation to the course material. Performance is examined in general, mostly in evaluative terms.	Issues at play in the teaching skills targeted are discussed with little or vague support from the course material. Performance is taken apart and examined in terms of the various moves the teacher made and their effect.	Articles and Rubrics are used to discuss the various issues at play in the teaching skills targeted. Performance is taken apart and examined in terms of the various moves the teacher made and their effect.
Conceiving alternative ways of performing in the skills of teaching	Alternatives are not sketched in any detail that permits one to picture them. These alternatives play no role in the examination of the teaching actually done.	Specific ways of doing things differently (better, worse, or just different) are sketched for one or two of the skills targeted. These alternatives are not clearly integrated to the examination of the teaching actually done.	Specific ways of doing things differently (better, worse, or just different) are sketched for each of the skills targeted. These alternatives are integrated to the examination, used to compare and contrast with what student actually did.
Making conjectures between the actions of teaching and their effects on student learning and participation	No or little comments is made that refer to the mathematics that school students had the chance to learn and the mathematical activity in which they could participate.	Comments are made that refer to the mathematics that school students had the chance to learn and the mathematical activity in which they could participate in. Connections to the teaching actions and decisions are tenuous or references to course materials or with unclear use of mathematics are vague.	Materials from the course and knowledge of mathematics are used to comment specifically on the mathematics that school students had the chance to learn and the mathematical activity in which they could participate as a result of teaching actions and decisions.
Five goals are set for future learning to teach during the student teaching semester	Goals are merely listed or not even that. Goals are unrelated to instruction.	Goals are listed and elaborated but connections with performances reported in the paper are tenuous. Little suggestions are provided for how to go about accomplishing these goals.	Goals are listed and elaborated in ways that show connection with performances reported in paper. Suggestions for how to go about accomplishing these goals are provided.
The paper is organized	Paper misses reference list, goes substantially over the maximum page length or is too sketchy to be of value (going substantially under the maximum page) and includes no apparent organization for meeting the objectives.	Paper includes reference list, adheres to maximum page length and includes headings per section that provide a vague idea of how the paper meets the objectives.	Paper includes reference list, adheres to maximum page length and includes headings per section that provide a clear idea of how the paper meets the objectives.