

## Final Intern Presentation (FIP) Rubric

Candidate: \_\_\_\_\_  
 School: \_\_\_\_\_

Evaluator: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_  
 Proficiency Level \_\_\_\_\_

Final Internship Presentation Criteria	4	3	2	1	Comments
<b>Assessments</b>	Clearly demonstrates types and percentages of assessments used (summative and formative). Unit learning objectives are clearly identified. Assessments are explained and clearly aligned to learning objectives. Explains why specific assessment types were chosen.	Satisfactorily demonstrates that different types of assessments were used. Unit learning objectives are identified. Assessments explained and aligned to learning objectives. Explains why some of the assessments were selected.	Limited use of different types of assessments. Assessments not clearly explained or aligned to learning objectives. Explanations are not clear about why assessment types were selected.	Assessments do not align with learning objectives. No explanations are given for why assessments were selected.	
<b>Data Collected and Displayed (formative data optional)</b>	Pre and post data collected and clearly displayed in graph. Criteria for proficient and not proficient clearly explained and defined. Special population data is disaggregated, displayed and compared to rest of class.	Pre and post data collected and displayed in graph. Criteria for proficient and not proficient defined. Special population data is disaggregated, displayed and compared to rest of class.	Pre and post data collected. Display in graph is less clear. Criteria for proficient and not proficient not clear. Special population data is displayed, but may not have a large enough population to make interpretations	Data insufficient. Criteria for proficient and not proficient not clear or insufficient. No special population data is displayed or discussed.	
<b>Analysis of Data</b>	Analysis of data is consistent with the data displayed. Candidate clearly explains how data informed instruction. Accurately interprets data through describing patterns, presents possible reasons for gaps in the data, and is able to thoroughly answer questions about data using professional vocabulary.	Analysis of data is consistent with the data displayed. Candidate satisfactorily explains how data informed instruction. Makes some interpretations of the data through mentioning possible reasons for data. Answers questions about data.	Analysis of data is not clear. Candidate has difficulty explaining how data informed instruction. Makes little attempt to interpret data or look at patterns. Struggles to answer questions about data.	No analysis of data is shared. Candidate does not explain how data informed instruction. No attempt at interpreting data. Only describes graph. Unable to answer questions about the data.	

<b>FIP Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Student Growth: Elementary Content Area Learning:</b> <i>Literacy</i> <i>Math</i> <i>Science</i> <i>Social Studies</i> (score each separate content area below using the following criteria)	Assessments have clearly measured the identified content area (Literacy, math, science, or social studies). Candidate uses the academic language/vocabulary of the specific disciplines as specified in both educational pedagogy and the Colorado Academic Standards when identifying and describing student growth. Student growth of content knowledge/skills/performance including accurate developmental levels is clearly reported in the data graph.	Assessments have satisfactorily measured the identified content area (Literacy, math, science, or social studies). Candidate uses some academic language/vocabulary of the specific disciplines as specified in both the pedagogy and the Colorado Academic Standards when identifying and describing student growth. Student growth of content knowledge/skills/performance is reported in the data graph. Some developmental stages are mentioned.	Assessments touched on measuring the identified content area (Literacy, math, science, or social studies). Candidate is not using the academic language/vocabulary of the specific disciplines as specified in pedagogy and the Colorado Academic Standards for students when identifying student growth. Student growth of content knowledge/skills/performance is not clearly reported in the data graph. Developmental stages/progress is not clear.	Assessments do not measure the identified content areas. Uses no professional vocabulary of the specific disciplines. No developmental stages are discussed or displayed.
<b>a. Literacy</b>				
<b>b. Math</b>				
<b>c. Science</b>				
<b>d. Social Studies</b>				

**Professional Criteria - The following dispositions and behaviors are expected for the FIP:**

- Yes  No Intern communicates effectively: Writes and speaks coherently and in an articulate manner with correct grammar and spelling.  
 Yes  No Intern acts in a professional manner: Dresses professionally, arrives on time, etc.

**Intern completes minimum project requirements.**

- Yes  No **Time limit of 15 minutes** is followed  
 Yes  No **Power point** slides are visible and professional  
 Yes  No **Required graphs** and slides are included  
 Yes  No **Graphs and data** are accurately displayed  
 Yes  No **Talking points** are clear and concise, yet can stand alone on one page  
 Yes  No **Copy of Power Point slides in color and talking points** are given to the evaluators before presentation