

UGGS TEA Grading Rubric

	0	1	2	3	4
Student Engagement	Materials taught without effort towards engaging students. Practices are exclusive and/or inequitable. Refuses to engage students outside of class context.	Minimal efforts to engage students. Minimal inclusive/equitable practices.	Some effort to engage students with materials. Application of inclusive/equitable practices occurs but is inconsistent.	Makes an effort to engage students. Inclusive/equitable practices applied generally but not thoroughly. Some mentoring for students who pursue it.	Provides substantial classroom and individual level engagement. Supports students in an equitable/inclusive manner. Acts in a mentoring capacity towards students.
Commitment to Growth	Provides no mechanism for feedback, and rejects suggested changes out of hand. No effort to adapt curriculum or practices to fit students.	Accepts some feedback and makes minimal efforts to adapt. Curriculum minorly changed but without thought towards universal design/student need.	Accepts feedback when provided but does not provide consistent mechanisms to receive feedback. Makes an effort to adapt curriculum and incorporate universal design.	Provides mechanisms for feedback and usually incorporates feedback into teaching. Makes a substantial effort to adapt curriculum and incorporate universal design.	Actively seeks and incorporates feedback from student/CTL/faculty into classroom and teaching practices. Incorporates universal design into teaching. Adapts curriculum to support students.
Teaching Significance	No clear/evident teaching goals/philosophy, No connection to the teaching material in any way. No indication of what materials are important or why.	Some teaching goals/philosophy included. Some material engaged with/important.	Clear/evident teaching goals and/or philosophy. Importance/your engagement with the material is clear. Encourages engagement with materials.		