

## **URI School of Education Admission Interview Rubric**

### **A. Interpersonal and Communication Skills**

(In this category, score is based on overall performance in interview)

#### **5- Well Above the Standard**

- Enthusiasm for children and teaching profession clearly apparent and pervasive; upbeat and positive; eagerly comments on work with children;
- Responses to questions appropriate, unique, and engaging;
- Professional dress; professional demeanor (e.g. engaged listener, respectful, tactful, eager to engage in discussion; self-reflective);
- Excellent interview skills;
- Mastery of grammar and syntax; no slang; integrated professional language throughout interview

#### **4- Above the Standard**

- Enthusiasm for children and teaching profession apparent;
- Responses to questions clear and appropriate;
- Professional dress; professional demeanor (e.g. engaged listener, respectful, tactful, eager to engage in discussion; self-reflective);
- Good interview skills; few if any problems;
- Mastery of grammar and syntax; no use of slang; some use of professional language

#### **3- Meets the Standard**

- Demonstrated some enthusiasm for children and teaching profession;
- Responses to questions may have a few problems but generally were appropriate. Didn't need much if any restating or rephrasing;
- Appropriate dress (clean and neat); Demeanor was respectful and tactful;
- Adequate interview skills although some weaknesses apparent (e.g. may use lots of 'ums and like' but otherwise skills are good);
- Near mastery of grammar and syntax; little use of slang

#### **2- Approaches Standard**

- Superficial or weak enthusiasm for children and the teaching profession;
- Although responsive, many answers to questions were inaccurate, vague, lacked detail, and/or were irrelevant. Required restating or rephrasing of questions, which generally elicited a more complete, although not necessarily more accurate or relevant, response; integrated some knowledge, content or experience in response;
- Dress was inappropriate or demeanor was unprofessional;
- Weak interview skills;
- Inconsistent use of standard grammar and syntax; some use of slang; little use of professional language

## **1- Little Evidence**

- Little or no enthusiasm for children and the teaching profession (e.g. appears to be just going through the motions, apathetic);
- Unresponsive to some questions even when questions were repeated or rephrased; many responses were confusing, inaccurate, vague, lacked detail, and/or irrelevant; failed to integrate knowledge, content or experiences;
- Dress was inappropriate or unkempt (e.g. clothing torn, unclean, wrinkled, revealing; poor grooming); unprofessional demeanor (e.g. came late to interview without notification; ate, drank or chewed gum; argumentative and/or disrespectful);
- Poor interview skills (e.g. fidgeted, lacked eye contact, slouched; mumbled, disorganized responses and/or lost track of conversation, etc.);
- Many errors in grammar and syntax (e.g. incorrect tense, lacked noun-verb agreement, word choice), pervasive use of slang; lacked use of professional language

**NOTE:** In the following categories (B,C and D), scores will be based on responses to specific questions that will be asked during the interview. Responses will be scored with on a 1-5 scale as follows: 1-Little Evidence, 2-Approaches the Standard, 3-Meets the Standard, 4-Above the Standard, or 5-Well Above the Standard.

## **B. Academic Knowledge Base**

- 5- Discusses both academic strengths and weaknesses as they relate to their teaching; is able to give specific examples of ways they would utilize strengths or remediate weakness; the answer includes reference to educational research and theory
- 4- Discusses both academic strengths and weaknesses as they relate to their teaching; is able to give specific examples of ways they would utilize strengths or remediate weakness
- 3- Discusses both academic strengths and weaknesses as they relate to their teaching
- 2- Discusses academic strengths or weaknesses (not both) as they relate to their teaching or discusses both, but doesn't relate to their own teaching
- 1- Discusses academic strengths or weaknesses

## **C. Work Experience/Community Service with Children and Adolescents**

- 5- Describes experiences in relation to their decision to become a teacher, and specifically relates experiences with children/adolescents to their own knowledge about teaching; response includes reflection on student learning or development.
- 4- Describes experiences in relation to their decision to become a teacher; specifically relates experiences with children/adolescents to their own knowledge about teaching
- 3- Describes experiences in relation to their decision to be a teacher
- 2- Describes why they want to be a teacher without connecting to experiences with children/adolescents
- 1- Describes experiences, but not in relation to their decision to be a teacher.

**D. Multicultural and Diversity Awareness**

- 5- Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences; provides specific personal examples to illustrate their points, and identifies possible effective teaching strategies or interventions
- 4- Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences, and provides specific personal examples to illustrate their point
- 3- Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences
- 2- Identifies fewer than three categories of diversity likely to be encountered in a classroom; does not discuss how classroom diversity impacts teaching and learning, or does so without reference to their knowledge and experience
- 1- Identifies no categories of diversity and/or demonstrates inappropriate understanding of, and attitudes towards diversity