

**Impact on Student Learning Rubric**  
*Minor revision 2021, full revision AY 21-22*

The purpose of this form is for University Supervisors to assess candidates on their ability to differentiate instruction to meet the needs of diverse learners within the classroom. The items listed on this assessment are based on InTASC standards, the level of guidance and feedback required of University Supervisors, and best practices in P-12 education. Proficiency levels do not translate into A – C grades. Instead, the rubrics are designed to generate data that will reveal patterns of candidate performance at various stages of development across the learning progressions.

Please use the following scale as you assess candidates:

- *Unacceptable.* Language in this category includes questionable capacity for, and limited or no evidence of, the described item, despite having significant guidance and feedback from the cooperating teacher and university supervisor.
- *Developing.* Language in this category includes capacity for, but incomplete evidence of, the described item. The candidate performs tasks with significant guidance and feedback from the cooperating teacher and university supervisor.
- *Proficient.* Language in this category includes demonstrated evidence of the described item. The candidate performs tasks with minimal guidance and feedback from the cooperating teacher and university supervisor.
- *Exemplary.* This category includes the “proficient” description plus language indicating evidence of advanced capacity for the described item. The candidate independently performs tasks exceptionally well at the level of an experienced educator.

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Description of Setting/ students</b>	Provides incomplete information about the demographic make-up of the class and/or setting.	Provides demographic information about student(s), (e.g., grade level or subject area, gender, race, class) and a description of the classroom.	Provides academic information about the students (i.e., exceptionalities, repeaters, ESL) and available resources within the classroom to support them.	...and also includes information about the students’ backgrounds, interests, and prior knowledge.
<b>Learning Goals/ Measurable Objectives</b>	Provides insufficient information about the learning.	Provides learning goal(s) or objective(s).	The learning goal(s) or objective(s) is/are specific and observable and is/are based on the Standards of Learning.	...and are differentiated for different types of learners and ability levels.
<b>Lesson/Unit Plan</b>	Submits an incomplete lesson plan.	Submits a lesson plan that includes all required components.	Includes a variety of instructional strategies, adequate sequencing, and building of ideas.	...and utilizes a variety of effective and engaging student-centered strategies to meet diverse learner needs rather than "teaching to the middle."
<b>Assessment Tool(s)</b>	Assessment plan is either not present or does not completely cover learning objectives.	Provides an assessment or other baseline measure that addresses the learning objectives.	Format is developmentally- and content-appropriate; has appropriate level of challenge.	...and assesses learning goal(s) in multiple ways; is differentiated for diverse learners.

<b>Presentation and Interpretation of Baseline data</b>	Baseline data and their interpretation are incomplete or not clear.	Results of baseline data are presented in a chart, table, or graphic organizer.	Includes a written summary of the results with references to specific patterns in the data to evidence students' understanding (or lack thereof) of the learning goals/objectives.	...and identifies common strengths and weaknesses among students; references students' prior knowledge in the discussion of perceived student strengths and weaknesses.
<b>Data informed Decision-making</b>	Describes instructional steps without evidence of data-based decision making.	Provides evidence that the baseline data influences the chosen instructional strategies utilized in the unit.	Uses the data to address students' strengths and weaknesses.	...and considers students' backgrounds, interests, and prior knowledge in selection of instructional strategies.
<b>Research evidence that informed decisions</b>	Describes instructional decisions without reasoning for these decisions.	Provides indirect references to "research" or "best practices".	Cites specific research or theories.	...and uses the research to provide a rationale for instructional strategies.
<b>Final Reflection</b>	Presents incomplete or unclear post-assessment results.	Post-assessment results are presented in a chart, table, or graphic organizer.	Includes a written analysis of the results, including a comparison of the post-assessment data to baseline data; identifies students' areas of strength and weakness as well as areas of growth.	...and includes a discussion of student work and performance on daily formative assessments; uses multiple data points to document and evidence students' attainment of the learning goals.  Includes a self-critique regarding impact on student learning that acknowledges both successes and shortcomings in one's teaching.

**Use this space to provide examples and/or rationale for the scores provided on the Impact on Student Learning Assessment.**