

## Impact on Student Learning Rubric

*Revised 2022; Piloted AY 22-23*

The purpose of this form is for University Supervisors to assess candidates on their impact on student learning. 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.

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>
<b>Student Information and Resources</b>	<p>Information from the list under “proficient” is missing.</p> <p>Omitted most or all relevant resources or services available to support students.</p>	<p>Included most items listed under “proficient” -or- All items are included but some are incomplete.</p> <p>Omitted some relevant resources or services available to support students.</p>	<p>Included:</p> <ul style="list-style-type: none"> <li>-student characteristics (e.g., exceptionalities, IEPs, repeaters, ESL)</li> <li>-background information (demographics and family/social notes)</li> <li>-summary of existing academic assessment data (e.g., reading levels, SOL scores, benchmark testing results)</li> <li>-non-academic interests</li> </ul> <p>Referenced resources and services available to support students, when relevant.</p>
<b>Pre-Assessment Tool, Implementation, and Analysis</b>	<p>(Created pre-assessment tool) has incomplete and missing items from the list under “proficient”.</p> <p>(Selected pre-assessment tool) is ineffective and/or irrelevant to the unit.</p> <p>Did not implement Pre-assessment or did so inaccurately and/or inconsistently.</p> <p>Did not analyze and/or interpret pre-assessment results or did so incompletely and/or ineffectively.</p>	<p>(Created Pre-Assessment Tool) includes most items listed under “proficient” -or- All items are included but some are incomplete.</p> <p>(Selected pre-assessment tool) is somewhat effective and/or relevant to parts of the unit.</p> <p>Implemented pre-assessment accurately, but at times inconsistently.</p> <p>Provided a somewhat incomplete analysis and/or interpretation of pre-assessment results.</p>	<p>Created or selected a pre-assessment tool that:</p> <ul style="list-style-type: none"> <li>-aligns with standards of learning and/or IEP/IFSP goals and objectives</li> <li>-effectively measures students’ prior knowledge and experiences</li> <li>-includes appropriate options to address diverse learners’ needs</li> <li>-includes developmentally appropriate adaptations</li> </ul> <p>Implemented pre-assessment tool appropriately and with fidelity prior to the beginning of the unit.</p> <p>Analyzed and interpreted assessment results to identify student knowledge, experiences, and current performance levels of individuals, groups, and diverse learners to inform planning.</p>

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>
<b>Development of Unit Plan / Work Sample Prior to Instruction</b>	<p>Unit Plan / Work Sample is missing items from the list under “proficient”.</p> <p>Research, theories, and other scholarship are missing or unrelated to instructional plans.</p>	<p>Most items from the Unit Plan / Work Sample listed under “proficient” are included -or- All items are included but some are incomplete.</p> <p>Some of the research, theories, and other scholarship selected are missing or do not effectively inform instructional plans and/or address diverse learners' needs.</p>	<p>Unit Plan / Work Sample includes:</p> <ul style="list-style-type: none"> <li>-a clear, relevant, and attainable set of unit learning goals/objectives that align with standards and IEP/IFSP goals as appropriate, and are informed by pre-assessment data</li> <li>-a logical, sequential plan for attaining learning goals</li> <li>-differentiated instructional strategies appropriate for all learners in the group</li> <li>-instructional materials that directly address learning goals/objectives</li> <li>-a variety of tools and methods that assess student learning throughout the unit, using available technology and other resources as appropriate</li> </ul> <p>Selected relevant research, theories, and other scholarship that inform instructional choices and address diverse learners’ needs.</p>
<b>Implementation of Instruction and Progress Monitoring</b>	<p>Did not implement instruction as planned.</p> <p>Did not implement formative assessments or did so inaccurately and inconsistently.</p> <p>Did not analyze and/or did not interpret formative assessment results or did so incompletely and/or ineffectively.</p> <p>There was little to no evidence of reflection on instruction and student performance.</p>	<p>Implemented instruction mostly as planned, with very few parts incomplete or missing.</p> <p>Implemented formative assessments accurately, but at times inconsistently.</p> <p>Analyzed and interpreted formative assessment result, but some items listed under "proficient" were incomplete.</p> <p>Evidence of reflection on instruction and student performance was inconsistent or incomplete.</p>	<p>Implemented instruction as planned.</p> <p>Implemented formative assessments accurately and with fidelity.</p> <p>Analyzed and interpreted formative assessment results to:</p> <ul style="list-style-type: none"> <li>-develop and/or modify instructional strategies to support differentiated individual and group learning experiences</li> <li>-provide feedback and guidance to learners</li> <li>-monitor learner progress over time</li> <li>-reassess learners as needed</li> </ul> <p>Provided evidence of daily reflection on instruction and student performance.</p>

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>
<b>Post-Assessment Tool, Implementation, and Analysis</b>	<p>(Created summative assessment tool) has incomplete or is missing items from the list under “proficient”.</p> <p>(Selected summative assessment tool) is ineffective and/or irrelevant to the unit.</p> <p>Did not implement post-assessment or did so inappropriately and inconsistently.</p> <p>Provided analysis and interpretation is incomplete and missing items from the list under “proficient”.</p>	<p>(Created post-assessment Tool) includes most items listed under “proficient” -or- All items are included but some are incomplete.</p> <p>(Selected summative assessment tool) is less effective than other, available options.</p> <p>Implemented post-assessment appropriately, but at times inconsistently.</p> <p>Most analysis and interpretation items listed under “proficient” are included. -or- All items are included but some are incomplete.</p>	<p>Created or selected a summative assessment tool that: -accurately measures students’ learning progress -addresses all unit learning goals/objectives -directly aligns with pre-assessment measures</p> <p>Implemented post-assessment tool appropriately and with fidelity after completion of unit.</p> <p>Analyzed and interpreted post-assessment results to: -compare to pre-assessment student knowledge, experiences, and current performance levels -explore student progress over the course of the unit -identify patterns or trends across learners (e.g., individual, groups, diverse learners).</p>
<b>Impact on Student Learning</b>	<p>Did not include, or provided a superficial reflection about, impact on student learning.</p> <p>Did not discuss, or provided a superficial discussion about, what was learned from the project.</p>	<p>Included a reflection on impact on student learning, but with a limited references to student performance data and/or effectiveness of instructional decision-making.</p> <p>Provided an incomplete discussion about what was learned from the project, including future assessment, planning, and/or instruction.</p>	<p>Included a reflection on your impact on student learning. Refer to student performance data from your unit assessments and the effectiveness of the instructional decisions you made based on that data.</p> <p>Discussed how what you learned from this project will influence future assessment, planning, and instruction.</p>