

Old Dominion University
Darden College of Education and Professional Studies

Impact on Student Learning Rubric

	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Assessment				
<p>Pre-test</p> <p>Candidate designs and/or selects a pre-test to gauge students' levels of understanding.</p>	<p>Candidate develops or selects a pre-test that is highly correlated with lesson objectives.</p> <p>The alignment between assessment and lesson objectives is strong and clear.</p>	<p>Candidate develops or selects a pre-test that is correlated with lesson objectives.</p> <p>There is evidence of alignment between assessment and lesson objectives.</p>	<p>Candidate develops or selects a pre-test that has limited alignment with lesson objectives.</p> <p>The alignment between assessment and lesson objectives is not clear.</p>	<p>Candidate develops or selects a pre-test with little thought given to alignment with lesson objectives; assessment is not appropriate for the knowledge and/or skills being assessed.</p>
<p>Graphic Representation of Data- Pre-Test</p> <p>Candidate creates a graphic representation of data in order to meaningfully demonstrate understanding of students' learning.</p>	<p>Candidate includes multiple, varied representations of pre-test data to include charts and graphs that contain individual student scores, class mean, and sub-group means, and percentiles that fully describe the results from the data in a meaningful and accurate manner.</p>	<p>Candidate includes multiple representations of pre-test data to include charts and/or graphs that contain individual student scores, class and sub-group means and percentiles that describe the results from the data in a meaningful manner.</p>	<p>Candidate includes appropriate charts or another representation of pre-test data that contain individual student scores and class means but is missing or has inaccurate reporting of some data. Graphic information is not described or is incomplete.</p>	<p>Candidate includes inappropriate or misleading charts of pre-test data that contain class means and individual student scores, but is missing or has inaccurate reporting of sub-groups and percentiles. Graphic information is not described.</p>
<p>Narrative Analysis of Pre-Test Data</p> <p>Candidate writes a narrative analysis of pre-test data that helps them make decisions about planning and instruction.</p>	<p>Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups.</p> <p>Accurate conclusions concerning student's prior knowledge are drawn.</p> <p>Interpretations delineate instructional decisions that will influence instruction during the lesson.</p>	<p>Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups.</p> <p>Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial.</p> <p>Instructional decisions that will influence instruction during the lesson are discussed.</p>	<p>Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups.</p> <p>The analysis is incomplete or offers a limited interpretation of the findings.</p> <p>Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.</p>	<p>Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.</p>
Planning				
<p>Content Knowledge</p> <p>Candidate develops a lesson</p>	<p>Candidate plan reflects extensive research and knowledge of the content, relations between important concepts, and of multiple instructional</p>	<p>Candidate plan reflects research and knowledge of the content and relations between important concepts, and of</p>	<p>Candidate reflects some awareness of the important concepts in the discipline, relations between them and of the</p>	<p>Candidate does not displays knowledge of the content, relationships between different aspects of the content, or of the</p>

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plan informed by research and knowledge of content and discipline.	practices specific to that discipline.	instructional practices specific to that discipline.	instructional practices specific to that discipline.	instructional practices specific to that discipline.
<p>Learner Differences</p> <p>Candidate develops a lesson plan informed by pre-test results and knowledge of learner differences.</p>	<p>Candidate demonstrates an understanding of each students' backgrounds, cultures, skills, language use, interests, and special needs from a variety of sources.</p> <p>Candidate uses this knowledge and the pre-test analysis to design instruction that is creative, effective, and maximizes learning for all students.</p>	<p>Candidate demonstrates an understanding of students' backgrounds, cultures, skills, language use, interests, and special needs, and uses this knowledge and the pre-test analysis to design instruction.</p>	<p>Candidate demonstrates an understanding of the students' backgrounds, cultures, skills, language use, interests, or special needs, but does not use this knowledge or the pre-test analysis to design instruction to meet the needs of all students.</p>	<p>Candidate demonstrates little or no knowledge of students' backgrounds, cultures, skills, language use, interests, and special needs or consideration of these differences for instruction.</p>
<p>Technology</p> <p>Candidate makes effective use of technology that supports student learning.</p>	<p>Candidate designs authentic learning activities that align with content area standards and use digital tools to maximize active, deep learning.</p> <p>Technology is used to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs, which promotes critical and/or creative thinking.</p>	<p>Candidate designs learning activities that align with content area standards and use digital tools to engage in active learning.</p> <p>Technology is used to create, adapt, and personalize learning experiences that foster independent learning and accommodate some learner differences and needs.</p>	<p>Candidate is utilizing technology, but with a predominant focus on teaching, but does not engage students in active learning.</p> <p>Technology does not accommodate for learner differences and needs.</p>	<p>Candidate offers little or no evidence of designing instruction enhanced with the use of technology.</p>
Instruction				
<p>Learning Environment</p> <p>Candidate develops a lesson plan sequence that fosters interactions guided by respect and rapport.</p>	<p>Candidate develops a plan that encourages activities that establish positive interactions among students and fosters a respectful relationship between the teacher and individual student, reflecting sensitivity to students' cultures and levels of development.</p>	<p>Candidate develops a plan that encourages interactions steeped in civility and respect characterized between teacher and students and among students.</p> <p>These reflect general caring and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Candidate develops a plan that encourages interactions, both between the teacher and students and among students, that reflects only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Candidate develops a plan that fosters negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs between teacher and students, and among students.</p>
Instructional Strategies	Candidate uses a plan that reflects a coordination of knowledge of content, of students' cultural heritage and its importance, and of	Candidate uses a plan that reflects knowledge of content, of students' cultural heritage and its importance, and of	Candidate uses a series of learning experiences that demonstrate partial alignment with instructional outcomes,	Candidate uses a series of learning experiences that are poorly aligned with the instructional outcomes and do not

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Candidate plans a series of learning experiences aligned with instructional outcomes presented in a coherent structure.	resources to design a series of learning experiences aligned to instructional outcomes that are likely to engage students in significant learning. The structure of the strategies is clear and allows for different pathways according to student needs.	resources to design a series of learning experiences aligned to instructional outcomes and suitable for students. The strategies encourage students to develop an understanding of content.	some of which are likely to engage students in significant learning. The structure of the strategies is recognizable and reflects partial knowledge of students, including their cultural heritage and its importance, and resources.	represent a coherent structure. They are suitable for only some students.
Differentiation Candidate identifies methods to differentiate instruction to engage and challenge a variety of learners.	Candidate includes a variety of teaching strategies, methods, and assessments developed to meet the needs of individual learners that engage and challenge all students.	Candidate includes appropriate teaching strategies, methods, and assessments that are differentiated and can engage and challenge all students.	Candidate displays an awareness of appropriate teaching strategies, methods, and assessments with differentiation for different students that can engage and challenge all students.	Candidate does not include teaching strategies, methods, or assessments that can engage and challenge all students.
Assessment				
Post-test Candidate designs and/or selects a post-test to gauge students' levels of understanding.	Candidate develops or selects a post-test that is highly correlated with lesson objectives. The alignment between assessment and lesson objectives is strong and clear.	Candidate develops or selects a post-test that is correlated with lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects a post-test that has limited alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects a post-test with little thought given to alignment with lesson objectives; assessments are not appropriate for the knowledge and/or skills being assessed.
Graphic Comparison of Pre/Post-test Data Candidate reports graphically on student-learning data in order to meaningfully demonstrate understanding of each students' learning.	Candidate includes multiple, varied representations of pre- and post-test data, to include charts and graphs. Individual student scores, class means, and sub-group scores, including percentiles and paired pre- and post-test data, are accurate and displayed. Graphic information from the data is fully described in a meaningful and accurate manner.	Candidate includes multiple representations of pre- and post-test data, to include charts and/or graphs. Individual student scores, class means, and sub-groups scores including percentiles and paired pre- and post-test data, are accurate and displayed. Graphic information from the data is described.	Candidate includes basic representation of pre- and/or post-test data. Individual scores, class means, and/or sub-groups scores are included, but paired data or percentiles are misrepresented. Graphic information from the data is not described or is incomplete.	Candidate includes inadequate representation pre- and/or post-test data. Charts and graphs are missing, or they are present but not meaningful or accurate. Individual scores and/or class means and/or sub-groups scores are included, but lack or misrepresent paired data or percentiles. Graphic information from the data is not described.

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Professional Learning				
<p>Reflection</p> <p>Candidate engages in self-reflection of teaching practice.</p>	<p>Candidate's reflection on lesson is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points.</p> <p>Thoughtful consideration is given to reflecting on meeting the needs of diverse learners.</p> <p>Teacher candidate draws on an extensive repertoire to suggest specific alternative actions and predict the likely success of each.</p>	<p>Candidate provides an accurate and objective description of the lesson, citing specific evidence.</p> <p>Teacher candidate makes some specific suggestions as to how the lesson might be improved.</p> <p>Teacher candidate engages in self-reflection of teaching practice but does not articulate adjustments needed to improve personal practice and its impact on diverse learners.</p>	<p>Candidate provides a partially accurate and objective description of the lesson but does not cite specific evidence.</p> <p>Teacher candidate makes only general suggestions as to how the lesson might be improved.</p>	<p>Candidate does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.</p> <p>Candidate does not self-reflect, or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse learners.</p>