

Evidence of Student Learning Directions for Methods (Revised Fall 2025)

Purpose: To assess your individual progress as a teacher candidate and the teacher licensure programs here at Minot State University, you will provide evidence that you have made a positive impact on student learning. The ability to impact student learning and to adjust instruction through reflection is a significant portion of being an effective teacher.

Format: Please put all parts together in one PDF. If the PDF is too large, search the internet for ways to reduce the size of a PDF based on the software you are using.

Number of ESLs: Your methods instructor will determine how many ESLs you will complete.

Due Dates: Your methods instructor will determine when your ESLs are due. ESLs may not be part of a course completion agreement if you are student teaching the following semester.

Intervention Process: If you earn a rating of 1 in any area on the ESL rubric you will be given feedback and will be asked to revise that particular section of the assignment and upload the revisions to SLL. If your revision does not earn a rating of 2 or above, then you will need to meet with the reader of the ESL and an additional TLP faculty member to continue the process of revision and improvement. Methods students who earn a 1 or who do not submit an Evidence of Student Learning will not pass their methods classes.

Item – Use this as a heading for the sections	Directions	Rubric Items with INTASC reference
Research on needs of k-12 students	Investigate the developmental levels of your students (or individual student for SPED majors). Learn as much as you can about the diversities that might affect their learning including IEPs or 504 plans, families, SES, religion, parent support, culture, gender identity, as well as learning strengths and challenges. Discuss your process in the section Reflection on the Content and the Plan.	Responsiveness to Individual Differences (2a)
Lesson Plan	Provide a detailed lesson plan.	Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)
Pre and post assessment	Include copies of the assessments. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.	Quality of Assessment (6a), Ethical and Bias-Free Assessment Tool (6c)

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The rubric, answer key, or scoring guide	Include a copy of this.	Ethical and Bias-Free Assessment Tool (6c), Quality of Assessment (6a)
Levels of performance	For each lesson objective, present levels of performance (pre and post) for the whole class. Use individual student information with no last names. SPED majors should present the levels for their individual student. This is usually a chart, table, or graph and should be clearly labeled to help the reader understand your data.	Accurate Representation of Assessment Results (6c)
Error Patterns	For the whole class (or individual student for SPED majors) clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you would address those error patterns if you could continue teaching them. Recommend future instruction to assist students who did not demonstrate an appropriate level of achievement and who need more challenges.	Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction (9b), Positive Impact on Candidates (8g)
Three samples	Provide three samples of student work (1 for SPED) that are representative of the common kinds of error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Remove last names from the student work and use only first names in your written document.	Error Patterns (6a)
Reflection on content and plan	Include the following: -How you researched and learned about the diversity of learners -What strategies your lesson used to address the learning levels and diversity you learned from the pre-assessment -How your lesson engaged students effectively -Area of the lesson that went well	Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction 9b), Effective content strategies (4a), Positive Impact on Candidates (8g)

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	-Area of the lesson that you would do differently if you could do again -Strategies for you to improve your challenges	
Reflection on interactions	Include the following: -How you responded to the diversity of the classroom during your teaching -How you adjusted your teaching to reflect things during the lesson -Area of the classroom interactions that went well -Area of the classroom interactions that you would do differently -Strategies for you to improve your challenges	Responsiveness to Individual Differences (2a), Reflection on Instruction 9b)
Reflection on P-12 use of technology	Write a paragraph reflecting on what went well and how you might improve how your students use technology in the future.	Use of Technology with P-12 students (8a)

Rubric for Evaluating ESL

	Underdeveloped (1)	Emerging (2)	Proficient (3)	Distinguished (4)
Responsiveness to individual differences (INTASC 1/2a)	Plan is insensitive to individual differences in relation to both content and approach.	Plan is insensitive to individual differences in relation to either content or approach.	Plan is sensitive to individual differences, in relation to both content and approach.	Plan is adapted to individual differences, in relation to both content and approach.
Instructional approaches (INTASC 8a)	Instruction used is not varied, is not well-matched to content, and does not align with objectives.	Instruction used matches content and is aligned with objectives but is not varied.	Instruction used is varied, well-matched to content and aligned with objectives.	Instruction is varied, well-matched to content, aligned with objectives and instructional strategies are adjusted during instruction to contribute to student learning.
Quality of assessment (INTASC 6a)	Summative assessment is not individual,	Summative assessment is individual but	Summative assessment is individual and	Summative assessment is individual, aligns with

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	does not align with objectives, and does not align with learning activities.	either does not align with objectives or does not align with learning activities.	aligns with objectives and learning activities.	objectives and learning activities, and promotes student self-evaluation.
Levels of Performance (INTASC 6a)	Levels of performance are not identified for all students present for instruction.	Levels of performance are identified for all students present for instruction. Either not all lesson objectives are included in interpretation or interpretation of results are inaccurate or misleading.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment are presented and discussed.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment for individual students are presented and discussed.
Error Patterns (INTASC 6a)	No error patterns are identified for all students present for instruction	Error patterns are identified as categories for all students in the sample but are inaccurate or misleading.	Error patterns are accurately identified as categories for all students present for instruction.	Error patterns are accurately identified and the teacher candidate outlines appropriate action steps to address those errors.
Ethical and Bias Free Assessment Tool (INTASC 6c)(PO IV.c)	Assessment tool is poorly designed and inappropriate for some learners.	Assessment tool is poorly designed or inappropriate for some learners.	Assessment is well-designed and appropriate for all learners in relation to content, process, and product.	Assessment is well designed and appropriate for all learners and content, process, or product is differentiated for learners.
Accurate Representation of Assessment results (INTASC 6c)(PO IV.c)	Assessment results are not presented.	Assessment results are reported in a way that could lead to misinterpretation.	Assessment results are accurately presented.	Assessment results are accurately presented and connections are made to data beyond the assessment for one or more of the students.

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Reflection on Instruction (INTASC 9b)	Reflection indicated either strengths or areas for growth.	Reflection indicated both strengths and areas for growth.	Reflection clearly indicated how this instruction demonstrated strengths, areas for growth, and strategies for improvement.	Reflection clearly indicated how instruction demonstrated strengths, areas for growth, and strategies for improvement that involve professional development.
Effective Content Strategies (INTASC 4a)	Plan and reflection use inappropriate instructional strategies for the content	Plan or reflection use inappropriate instructional strategies for the content	Plan and reflection use appropriate instructional strategies for the content	Plan and reflection include use appropriate instructional strategies and use recent developments in content-related pedagogy
Use of technology with P-12 students (INTASC 8a)	P-12 student engagement with technology is not included in the ESL plan or reflection.	Plan and reflection indicate little meaningful engagement of P-12 students in the use of technology.	Plan and reflection clearly show engagement of P-12 students in the use of technology.	Plan and reflection clearly show meaningful engagement of P-12 students in the use of technology that is discipline appropriate.
Positive Impact on Diverse Learners (INTASC 6g)	Candidate did not identify diversity in advance or did not use or identify any strategies for diverse learners or did not reflect on impact.	Attempted to identify diversity but all areas of diversity were not included. Teaching of unit included strategies that were partially successful or not appropriate. Candidate's reflection minimally addressed the impact of strategy.	Appropriately identified diversity of classroom in advance of instruction. Teaching of unit reflected strategies for diverse learners. Candidate reflected on some of the positive impact but key elements were not addressed.	Includes extra research to thoroughly identify diversity in advance of instruction. Teaching of unit reflected multiple strategies for diverse learners. Candidate reflected on diversity of learners and performance of all learners and levels of performance and addressed any impact.