Evidence of Student Learning Rubric

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| (Line 1) Developmental appropriateness and responsiveness to individual differences | The plan is significantly above or below developmental level of students, and insensitive to individual differences in relation to either content or approach. | The plan is either significantly above or below developmental level of students, or insensitive to individual differences in relation to either content or approach. | The plan is matched to the developmental level of students, and sensitive to individual differences, in relation to either content or approach. | The plan is matched to the developmental level of students, and adapted to individual differences, in relation to both content and approach. |
| (Line 2) Instructional approaches | Instruction used in the lesson plan is not varied, is not well-matched to content, and does not align with objectives. | Instruction used in the plan matches content and is aligned with objectives, but is not varied. | Instruction used in the lesson plan is varied, well-matched to content and aligns with objectives. | Multiple instructional strategies are used, align with content and objectives, and are adjusted during instruction to contribute to student learning | |
| (Line 3) Connection between objectives/outcomes, assessment, and learning activities | Assessment is a group assessment, does not align with objectives, and is informal. | Assessment is individual but either does not align with objectives or is informal. | Assessment is individual, aligns with objectives and learning activities, and is formal. | Assessment is individual, aligned with objectives and promotes student self-evaluation, and is formal. | |
| (Line 4) Levels of Performance/Error Patterns | Levels of performance/error patterns are not identified. | Levels of performance/error patterns are identified but are inaccurate or misleading. | Levels of performance/error patterns are accurately identified. | Levels of performance/error patterns are accurately identified and are specific to learner error. | |
| (Line 5) Ethical and Bias Free Assessment Tool | 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 content, format, and delivery. | Assessment tool and assessment conditions are differentiated for learners and appropriate in content, format, and delivery. | |
| (Line 6) Accurate Representation of Assessment results | 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 linked to other assessment information. | |
| (Line 7) Reflection on Instruction | Reflection indicated either strengths or areas for growth. | Reflection indicated how this instruction demonstrated 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. | |
| (Line 8) Reflection on Future Instruction | No consideration is given to how future instruction will be informed by levels of performance/error patterns. | Consideration is given to how future instruction will be informed by levels of performance/error patterns but consideration is incomplete or confused. | Reflection clearly indicates how future instruction will be informed by levels of performance/error patterns. | Reflection clearly indicates how future instruction will be differentiated by levels of performance/error patterns. | |