College of
EDUCATION

Evidence of Student Learning
Rubric

Section	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)	SCORE
General Information	Provides, in detail, all information requested.	Provides most of the information requested.	Provides some of the information requested.	Provides none of the information requested.	
Priority Standards and Learning Objectives	Identifies and describes all relevant standards, learning goal(s), and a strong rationale for the selected growth target(s) and the type of growth target(s). All unit objectives and growth targets are aligned to content standards. Further, all objectives are based on and aligned with course- or grade-level content standards and curriculum. All objectives are broad enough to capture major content but focused enough to be measurable.	Identifies and describes most relevant standards, learning goal(s), and a rationale for the selected growth target(s) and the type of growth target(s). Most unit objectives are aligned to content standards. Most objectives are based on and aligned with course- or grade-level content standards and curriculum. Most objectives are broad enough to capture breadth and depth of content and focused enough to be measured.	Identifies some relevant standards, learning goal(s), and a rationale for selected growth target(s), but may not fully identify all standards and/or objectives and/or growth target(s). Some unit objectives are aligned to content standards. Some unit objectives are not based on or aligned with course- or grade-level content standards and curriculum. Objectives are not broad enough to capture major content, and it is not clear that they are measurable.	Does not identify standards and/or learning goal(s), and/or growth target rationale. Unit objectives are not aligned to content standards. Objectives are not broad enough to capture major content, and it is not clear that they are measurable.	
Student Population	Provides a detailed description of the student population including all of the following: the number of students in the class, a description of students	Provides some description of the student population. Information may include some, but not all of the following information: the	Provides limited description of the student population. Information did NOT completely cover the following: the number of	Provides only a superficial description of the student population.	

	with exceptionalities, relevant student characteristics (prior assessment data and/or class grades, IEP information, etc.) that may affect student learning, how cultural and diversity of students may impact instruction and student learning, and a description of academic supports provided to students.	number of students in the class, a description of students with exceptionalities, how cultural and diversity of students may impact instruction and student learning, and a description of academic supports provided to students.	students in the class, a description of students with exceptionalities, how cultural and diversity of students may impact instruction and student learning, and a description of academic supports provided to students.		
Rationale for Unit	Fully explains in detail how the unit (5 or more continuous lesson plans) relates to instructional goals, needs of students and prior units of instruction. Fully describes in detail how the factors identified in section III will impact the teaching of the unit.	Mostly explains how the unit (5 or more continuous lesson plans) relates to instructional goals, needs of students and prior units of instruction. Mostly describe how some of the factors identified in section III will impact the teaching of the unit.	Somewhat explains how the unit (5 or more continuous lesson plans) relates to instructional goals, needs of students and prior units of instruction. Somewhat describes how some of the factors identified in section III will impact the teaching of the unit.	Does not explain how the unit relates to instructional goals, the needs of the students, or prior units of instruction. Does not connect to any factors identified in section III.	
Content	Describes all of the following and includes specific information and/or examples: • how content will be organized and taught; • how students will engage in critical thinking and problem solving; • how students' needs, interests, abilities, and cultures will be considered;	Describes most of the following and includes some specific information and/or examples: • how content will be organized and taught; • how students will engage in critical thinking and problem solving;	Describes some of the following and includes few specific information and/or examples: • how content will be organized and taught; • how students will engage in critical thinking and problem solving;	Describes few of the following and describes few or no specific information or examples: • how content will be organized and taught; • how students will engage in critical thinking and problem solving; • how students' needs, interests, abilities, and	

	• key instructional strategies. Instructional strategies are aligned to the SCTS rubric and inclusive learning practices.	• how students' needs, interests, abilities, and cultures will be considered; • key instructional strategies. Instructional strategies are aligned to the SCTS rubric and inclusive learning practices.	• how students' needs, interests, abilities, and cultures will be considered; • key instructional strategies. Some instructional strategies are aligned to the SCTS rubric and inclusive learning practices.	cultures will be considered; • key instructional strategies. Instructional strategies are not aligned to the SCTS rubric and inclusive learning practices.	
Daily Lesson Plans	Includes five or more fully developed continuous daily lesson plans, using an agreed upon template. All supplemental materials are included. All lesson plans include a written reflection (completed after lesson has been taught).	Includes five or more fully developed continuous daily lesson plans, using an agreed upon template. Most supplemental materials are included. Most lesson plans include a written reflection (completed after lesson has been taught).	Includes five or more fully developed daily lesson plans, using an agreed upon template. Some supplemental materials are included. Some lesson plans include a written reflection (completed after lesson has been taught).	Includes less than five fully developed daily lesson plans. Agreed upon lesson plan template may not have been used. Few supplemental materials are included. Few lesson plans include a written reflection (completed after lesson has been taught).	
Primary Assessment Strategies and Evaluation Criteria	Creates relevant pre and post assessments, fully describes alignment to standards and objectives, fully describes necessary student accommodations. All questions on assignment description are fully answered. Includes a copy of the pre-assessment	Creates relevant pre and post assessments, aligns to most standards, and most student accommodations are clear. Most questions on assignment description are fully answered. Includes a copy of the pre-assessment and post assessment and associated scoring rubrics or grading	Creates pre and post assessments, but there is no alignment to standards and/or student accommodations. Some questions on assignment description are fully answered. Does not include a copy of the pre-assessment or post assessment and associated	Creates pre and post assessments but includes no alignment to standards or student accommodations. Most questions on assignment description are not fully answered. Does not include a copy of the pre-assessment or post assessment and associated	

	and post assessment including scoring rubrics. Clearly explains associated scoring rubrics or grading criteria.	criteria. Does not clearly explain associated scoring rubrics or grading criteria.	scoring rubrics or grading criteria.	scoring rubrics or grading criteria.	
Interpretations and Decisions: Pre-Assessment	Creates clearly labeled tables, graphs, or charts of assessment results. Indicates the type of growth targets used (tiered, individual, or targeted), including a rationale for the type chosen. Using all available data, the targets the students are expected to reach were identified clearly in relation to the type of growth targets chosen, along with a clear and detailed rationale. The details of the growth targets were provided in a table or attached spreadsheet, clearly indicating the difference between tiers or individuals.	Clearly summarizes data and describes implications of results. Indicates the type of growth targets used (tiered, individual, or targeted), including a rationale for the type chosen. Using most of the available data, the targets the students are expected to reach are identified clearly in relation to the type of growth targets chosen, along with a rationale. The details of the growth targets were provided in a table or attached spreadsheet.	Attempts to summarize data but summary is unclear and/or does not describe implications of assessment results. No table, graphs, or charts are included. Indicates the type of growth targets used (tiered, individual, or targeted), but no rationale for the type chosen. No chart, table, or spreadsheet is provided to display of the growth target.	Data is not summarized. Charts, tables, or graphs are not included and implications for assessment results are not mentioned. Does not create growth targets for students.	
Progress Monitoring	Describes in detail the progress monitoring plan of students' mastery of content. Indicated what ongoing sources of evidence will be collected to monitor student progress toward learning goals. Described the plan for use of formative assessments,	Describes the progress monitoring plan of students' mastery of content. Indicated what ongoing sources of evidence will be collected to monitor student progress toward learning goals. Described the plan	Describes superficially the progress monitoring plan of students' mastery of content but did include use of formative assessments. Includes an incomplete timeline for when students' progress will be measured.	Describes superficially the progress monitoring plan of students' mastery of content. Does not provide a timeline for when students' progress will be measured.	

	including planned changes to instruction in response to formative information. Includes a complete timeline for when students' progress will be measured.	for use of formative assessments. Includes a complete timeline for when students' progress will be measured.			
Interpretations and Decisions: Post Assessment	Creates clearly labeled tables, graphs, or charts of assessment results. Thoroughly summarizes data and describes implications of results. Connects post assessment data to pre-assessment data.	Clearly summarizes data and describes implications of results; tables, graphs, or charts are included but may not be clear. Connects most post assessment data to pre-assessment data.	Attempts to summarize data but summary is unclear and/or does not describe implications of assessment results; no table, graphs, or charts are included. Connects some post assessment data to pre-assessment data.	Data is not summarized. Charts, tables, or graphs are not included and implications for assessment results are not mentioned.	
Reflection and Self-Assessment	Completely and clearly answers all questions from assignment.	Answers all are most questions from assignment. Depth of response is satisfactory, but additional clarity may be needed	Answers some questions from assignment. Depth of response is limited/unsatisfactory.	Reflection is unclear and/or incomplete and fails to answer questions from assignment.	