Rubric: Impact on Student Learning Assignment

Levels/Criteria	Unacceptable (0-4)	Acceptable (5-8)	Target (9-10)
Part I: Introduction – Contextual Factors	Part I of assignment contains limited and/or unclear description of contextual factors.	Part I of assignment includes adequate description of most, but not all of the contextual factors.	Part I of assignment includes a clear and thorough description of all contextual factors: geographic location, all school district demographics, school characteristics (age, gender, ELL, exceptionalities, developmental levels, interests, etc., and physical characteristics of classroom/school.
Part I: Introduction – Learning Goals and Objectives	Part I of assignment includes unclear outline of unit and/or lessons and does not include all learning goals and objectives.	Part I of assignment includes adequate outline of unit and/or lessons along with all learning goals and objectives.	Part I of assignment includes clear and thorough outline of unit and/or lessons that include developmentally appropriate learning goals and objectives.
Part II: Assessments – Description	Part II of assignment contains a limited and/or unclear description of each assessment (preassessment, formative and summative assessments) and how each assessment connects to the instructional unit and/or lessons and meets the diverse needs of students.	Part II of assignment contains adequate description of each assessment (pre-assessment, formative and summative) and how each assessment connects to the instructional unit and/or lessons and meets the diverse needs of students.	Part II of assignment contains a clear and thorough description of each assessment (pre-assessment, formative and summative) and how each assessment connects to the instructional unit and/or lessons and meets the diverse needs of students.
Part II: Assessments – Evaluation	Part II of assignment contains a limited and/or unclear explanation of instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons.	Part II of assignment contains an adequate explanation of instructions, scoring guides /rubrics, administration details, and connections to the instructional unit and/or lessons.	Part II of assignment contains a clear and thorough explanation of instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons.
Part II: Assessments – Data	Part II of assignment contains a limited and/or unclear description of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	Part II of assignment contains an adequate explanation of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	Part II of assignment contains a clear and thorough explanation of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.

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Part III: Instructional	Part III of assignment contains a	Part III of assignment contains an	Part III of assignment contains a clear
Procedures –	limited and/or unclear description	adequate description of	and thorough description of
Description	of instructional procedures/	instructional procedures/	instructional procedures/strategies used
-	strategies used for the unit and/or	strategies used for the unit and/or	for the unit and/or lessons and how the
	lessons and how the procedures/	lessons and how the procedures/	procedures/ strategies met the diverse
	strategies met the diverse needs of	strategies met the diverse needs	needs of students.
	students.	of students.	
Part IV: Analyzing and	Part IV of the assignment contains a	Part IV of the assignment contains	Part IV of the assignment contains a
Reporting Data	limited and/or unclear description	an adequate description of	clear and thorough description of
	of charts, graphs, or tables, and	charts, graphs, or tables, and	charts, graphs, or tables, and statistical
	statistical data in a narrative format is	statistical data in a narrative	data in a narrative format is included in
	included in the paper. Rationale	format is included in the paper.	the paper. Rationale about statistical
	about statistical techniques used,	Rationale about statistical	techniques used, description of the
	description of the findings, and	techniques used, description of	findings, and interpretation of the data is
	interpretation of the data is unclear,	the findings, and interpretation of	clear and thorough.
	limited, or missing.	the data is adequately explained.	
Part V: Reflection –	Part V of the assignment contains a	Part V of the assignment contains	Part IV of the assignment contains a
Results and	limited and/or unclear discussion	an adequate discussion about	clear and thorough discussion about
Implications	about what students learned as a	what students learned as a result	what students learned as a result of the
	result of the unit and/or lessons, the	of the unit and/or lessons, the	unit and/or lessons, the implications of
	implications of the results from the	implications of the results from the	the results from the analyzed data, and
	analyzed data, and the impact on	analyzed data, and the impact on	the impact on student learning based on
	student learning based on the three	student learning based on the	the three levels of analysis.
	levels of analysis.	three levels of analysis.	
Part V: Reflection –	Part V of the assignment does not	Part V of the assignment partially	Part V of the assignment clearly
Teaching Performance	identify two specific steps to improve	identifies two specific steps to	identifies two specific steps to improve
	teaching performance based on data	improve teaching performance	teaching performance based on data
	results.	based on data results.	results.
Conventions:	Overall assignment includes four or	Overall assignment is free from	Overall assignment is free from all or
Grammar,	more spelling, punctuation,	most spelling, punctuation,	no more than two spelling,
Punctuation, and	capitalization, grammar, and	capitalization, grammar, and	punctuation, capitalization, grammar,
Mechanics	paragraphing errors.	paragraphing errors. Submission	and paragraphing errors. Writing
		may include no more than three	exemplifies professionalism and
		errors.	effective writing skills.