

Rubric: Impact on Student Learning Assignment

updated 10/2013

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, 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 (pre-assessment, 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.
Part III: Instructional Procedures –	Part III of assignment contains a limited and/or unclear description of instructional procedures/	Part III of assignment contains an adequate description of instructional procedures/	Part III of assignment contains a clear and thorough description of instructional procedures/strategies used

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