

# Rubric: Impact on Student Learning Assignment

updated 02-15

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

<b>Part III: Instructional Procedures – Description</b>	Part III of assignment contains a <b>limited and/or unclear</b> description of instructional procedures/ strategies used for the unit and/or lessons and how the procedures/ strategies met the diverse needs of students.	Part III of assignment contains an <b>adequate description</b> of instructional procedures/ strategies used for the unit and/or lessons and how the procedures/ strategies met the diverse needs of students.	Part III of assignment contains a <b>clear and thorough</b> description of instructional procedures/strategies used for the unit and/or lessons and how the procedures/ strategies met the diverse needs of students.
<b>Part IV: Analyzing and Reporting Data</b>	Part IV of the assignment contains a <b>limited and/or unclear</b> 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 <b>unclear, limited, or missing.</b>	Part IV of the assignment contains an <b>adequate description</b> 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 <b>adequately explained.</b>	Part IV of the assignment contains a <b>clear and thorough</b> 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 <b>clear and thorough.</b>
<b>Part V: Reflection – Results and Implications</b>	Part V of the assignment contains a <b>limited and/or unclear</b> 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 <b>adequate discussion</b> 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 <b>clear and thorough</b> 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.
<b>Part V: Reflection – Teaching Performance</b>	Part V of the assignment <b>does not</b> identify two specific steps to improve teaching performance based on data results.	Part V of the assignment <b>partially</b> identifies two specific steps to improve teaching performance based on data results.	Part V of the assignment <b>clearly</b> identifies two specific steps to improve teaching performance that leads to increase in student knowledge based on data results.
<b>Conventions: Grammar, Punctuation, and Mechanics</b>	Overall assignment includes <b>four or more</b> spelling, punctuation, capitalization, grammar, and paragraphing errors.	Overall assignment is free from <b>most</b> spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include <b>no more than three errors.</b>	Overall assignment is free from <b>all or no more than two</b> spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.