

Evidence of Student Learning Rubric

by CumberlandUniv ExhibitCenter

Assessment

Context

This rubric is to be used to evaluate the Evidence of Student Learning projects completed during the student teaching semester.

Explanation of Ratings

EE: Exceeds Expectations - (Equivalent to TN Performance Level C) - To achieve this rating the candidate must have augmented course materials with independent work showing integration of this course's content with material from other courses or relevant personal experience. Their performance goes beyond simply doing what has been asked of them by the assignment. Candidate shows independent thought, initiative in the gathering and use of additional research-based materials or resources.

ME: Meets Expectations - (TN Performance Level B) - Candidate has done the assignment as asked and has performed at a level expected of an undergraduate college student. They have shown the ability to gather and use critically evaluated evidences to support a deliberately constructed argument, paper, or assignment. Student shows appropriate ability to analyze, evaluate, and synthesize information to create a thoughtful product.

NI: Needs Improvement - (TN Performance Level A) - the student will do better with experience, or another opportunity to do the assignment. They may have done what was asked in the instructions, but the level of thought represented by the work is too basic. Performance at this level may show that the candidate has tried to understand, integrate, and apply course content to the assignment, but has fallen short perhaps because of lack of practice, opportunity, or effort.

Each of the levels above can be considered acceptable performance. The difference between NI and BE is in the level of apparent effort made by the candidate.

BE: Below Expectations: the candidate has clearly not made an effort to understand the material and to integrate it into the existing knowledge base, or to think for themselves how to apply it to the assignment as asked.

U: Unacceptable; a severe deficit in preparation.

Assessment Rubric for Evidence of Student Learning

	Exceeds Expectations (4 pts)	Meets Expectations (3 pts)	Needs Improvement (2 pts)	Below Expectations (1 pt)	Unacceptable (0 pts)
Knowledge of Assessment (2, 28%) TN-CU-SOE-SA.8P2 TN-CU-SOE-SA.8P3	Articulates and demonstrates an understanding of the strengths and weaknesses of multiple different types of assessment and	Demonstrates an understanding of one or two effective means of assessment and evaluation for the subject at	Candidate chose one effective means of assessment for the subject at hand and can explain why. Cannot clearly	Choice of assessment method not clearly supported or defended. May show growth, but challenges to	Does not articulate or demonstrate an understanding of how to use assessments.

	evaluation for the subject at hand.	hand.	articulate other methods.	accuracy are evident.	
Evidence of growth (2, 28%) TN-CU-SOE-SA.8P1	Pre- and post-tests clearly aligned. Data shows growth in student learning, and shows utility of formative assessments in guiding the process. Instrument can be used to assess instruction as well as learning.	Pre- and post-tests clearly aligned. Data shows growth in student learning, and shows utility of formative assessments in guiding the process.	Pre- and post-tests do not allow for comparisons across all domains assessed. All elements (pretest, formative assessments, post-test) present. Instrument can show growth in some areas; others are questionable.	Assessment plan does not allow for truly meaningful demonstration of student growth; not all of the elements of an assessment plan are there.	Assessment plan too incomplete, unstructured, or poorly designed to provide feedback on student learning.
Presentation of data (charts, tables, etc) (2, 28%) TN-CU-SOE-SA.8K5	Articulates and demonstrates an understanding of the strengths and weaknesses of multiple different formats for presenting information and can defend choice against other options.	Defends choice of format for presenting data. Presentation makes data clear and understandable.	Defends choice of format. Presentation does not clearly show data in useful way.	Cannot clearly explain choice of presentation. Presentation of data jumbled, or unclear.	No method for presenting data.
Evidence of Adaptation (1, 14%) TN-CU-SOE-SA.8P5	Candidate identifies changes planned for next unit or lesson based on evidence presented. Candidate also mentions changes made to planning and instruction based on pre-test and/or formative assessments.	When asked, candidate can identify changes that were made to planning or instruction based on pre-test and/or formative assessments.	When asked, the candidate can identify changes that could be made in next unit or lesson based on data presented.	When asked, candidate identifies changes that could be made in next unit or lesson that do not closely relate to the data presented.	Candidate is unwilling or unable to identify changes that might be made to the lesson or unit based on data presented.

Standards

TN-CU-SOE-SA.8K5 Candidates know how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

- TN-CU-SOE-SA.8P1** Candidates evaluate the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- TN-CU-SOE-SA.8P2** Candidates use multiple methods for measuring student growth and understanding to enhance their knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies and they can clearly explain student performance to parents.
- TN-CU-SOE-SA.8P3** Candidates solicit and use information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- TN-CU-SOE-SA.8P5** Candidates monitor their own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

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