

Assessment Rubric for Evidence of Student Learning

Candidate: _____

First or second placement?: _____

Date: _____

	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	Articulates and demonstrates an understanding of the strengths and weaknesses of multiple different types of assessment and evaluation for the subject at hand.	Demonstrates an understanding of one or two effective means of assessment and evaluation for the subject at hand.	Candidate chose one effective means of assessment for the subject at hand and can explain why. Cannot clearly articulate other methods.	Choice of assessment method not clearly supported or defended. May show growth, but challenges to accuracy are evident.	Does not articulate or demonstrate an understanding of how to use assessments.
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.

CU School of Education Candidate proficiencies:

TN-CU-SOE-SA.8K2	Candidates have learned assessment methodologies for individual, classroom, and school-level performance methodologies including, but not limited to, application of individualized services, instructional plans, and school improvements.
TN-CU-SOE-SA.8K4	Candidates understand the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
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.
TN-CU-SOE-SA.8P6	Candidates maintain useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.