

QUEENS COLLEGE
City University of New York

Education Unit

Rubric for Assessing Teacher Candidate Impact on Students Learning in the P-12 Schools*

Candidate Name: _____ Unit Program: _____

Completed by: _____ Date of Completion: _____

1. Candidate uses appropriate assessment strategies and instruments to obtain information about students and their progress			
Unacceptable	Emergent	Acceptable	Target
<ul style="list-style-type: none"> ✓ Assessment strategies and instruments are limited ✓ Assessment instruments fail to capture formative and summative data ✓ Assessment is seen primarily as an activity that is conducted for external reporting purposes (e.g., documenting reading performance for NY State) 	<ul style="list-style-type: none"> ✓ Assessment is used primarily to document student performance ✓ Grades and scores are based on assessment results ✓ Assessment is used to measure student learning at the end of units of study 	<ul style="list-style-type: none"> ✓ Appropriate assessment methods and instruments are selected for the outcomes being measured ✓ Assessment strategies (formal and informal) are used to elicit information about students ✓ All forms of assessment are appropriately administered 	<ul style="list-style-type: none"> ✓ Demonstrated an understanding of measurement theory and assessment related issues through the use and interpretation of different types of assessments ✓ Teacher-made tests show appropriate construction for measuring intended outcomes ✓ Appropriate techniques are used during instruction to assess student understanding and mastery of goals and objectives

* This rubric for evaluating candidate impact on student learning in the P-12 schools is adapted liberally from the Tennessee State Model for Teacher Evaluation as approved by the Tennessee Department of Education, 1988.

2. Candidate uses assessment information to make instructional decisions

Unacceptable	Emergent	Acceptable	Target
<ul style="list-style-type: none"> ✓ Assessment information is not being used consistently to guide instruction ✓ Assessment information is limited ✓ Assessment is seen primarily as an activity that is conducted for external purposes (e.g., documenting reading performance for NY State) rather than as an activity that is intimately linked to curriculum and instruction 	<ul style="list-style-type: none"> ✓ General monitoring (e.g., questions, homework) is used to identify students' status ✓ Re-teaching is used when general class misunderstanding is demonstrated ✓ Some use of assessment for diagnosis and instruction is evident 	<ul style="list-style-type: none"> ✓ The results of assessment information are accurately interpreted ✓ Assessment is used at the beginning of the year to make instructional decisions regarding grouping ✓ Assessment information is used to make planning decisions regarding student experiences, modes of learning, needs, and attitudes ✓ Assessment data is used when making instructional decisions, throughout the year 	<ul style="list-style-type: none"> ✓ Ongoing assessment is accurately and systematically used to plan, refine, and modify instruction ✓ Remediation, instruction, or enrichment for individual learners is based on assessment information ✓ Appropriate techniques are used during instruction to assess student understanding and mastery of goals and objectives

3. Candidate uses assessment information to communicate student status and progress to students, parents, and appropriate others

Unacceptable	Emergent	Acceptable	Target
<ul style="list-style-type: none"> ✓ Report cards and progress reports are the primary means of communication of progress/concern to students, parents, and appropriate others ✓ Feedback and communication with students, parents, and others is primarily summative in nature ✓ Suggestions and strategies for addressing instructional concerns are not included as part of the communication to students, parents, and appropriate others 	<ul style="list-style-type: none"> ✓ Cumulative student reports are provided to students, parents, and appropriate others at required intervals ✓ Students are provided general feedback reflecting the correctness or incorrectness of their responses ✓ Required records of student work and performance are maintained 	<ul style="list-style-type: none"> ✓ Students are regularly informed of the accuracy of their responses and of their status regarding the accomplishment of goals and objectives ✓ Parents and appropriate others are informed on a timely basis of a student's status and of academic and affective changes ✓ Routines have been established for two-way communication with students, parents, and appropriate others 	<ul style="list-style-type: none"> ✓ Diagnostic and prescriptive information is provided to students, parents, and appropriate others for the purpose of improving performance ✓ Attention is focused on what needs to be done to move to the next performance level ✓ Communication strategies have been refined to ensure that parent and student feedback will affect a change ✓ Useful records of student work and performance are maintained

4. Candidate reflects on teaching practices by evaluating continually the effects of instruction

Unacceptable	Emergent	Acceptable	Target
<ul style="list-style-type: none"> ✓ Self-reflections are focused primarily on using assessment data to evaluate student performance ✓ Assessment information fails to be used in self-reflective ways to improve curriculum and instruction either at the class-level or at the individual learner-level 	<ul style="list-style-type: none"> ✓ Assessment focuses on student achievement with limited connection to the effectiveness of the strategies or techniques employed ✓ Self-reflections include an accurate description of classroom behavior, including sequence of events, candidate and student behaviors, and time frames ✓ Description of classroom behavior is used to determine an overall level of success 	<ul style="list-style-type: none"> ✓ A variety of assessment results are used to determine the relations between student success and teacher behaviors ✓ Results are interpreted with accuracy in terms of the effectiveness of the strategies or techniques employed ✓ Modifications, adaptations, and refinements in teaching strategies and behaviors are made based on the accurate interpretation of data 	<ul style="list-style-type: none"> ✓ Self-reflections communicate specific examples of the cyclical process of reflection, assessment, and learning ✓ Classroom data, information about student progress, and research are used as sources for evaluating the outcomes of teaching and learning ✓ Classroom data, information about student progress, and research are used as sources for systematically incorporating research-based practices into the classroom, and then reflecting on and revising practice

5. Candidate evaluates students performance and determines the amount of progress

Unacceptable	Emergent	Acceptable	Target
<ul style="list-style-type: none"> ✓ Evaluation of student performance is not done consistently in either formative or summative ways ✓ Evaluation of student performance is rarely used to guide instruction ✓ Evaluation of student performance fails to be linked to curriculum and instruction 	<ul style="list-style-type: none"> ✓ Grades or cumulative scores are cited as evidence of student growth ✓ Use of baseline data is limited to interpretation of student learning ✓ General statements are provided to document formal and informal assessment of both academic and positive attitudinal change 	<ul style="list-style-type: none"> ✓ Assessment techniques are used to determine students' performance level prior to and after instruction ✓ The amount of student growth and possible intervening variables are communicated knowledgeably ✓ Assessment strategies may be limited in type but include structured measurement of both cognitive and affective domains ✓ Assessment data is stressed and communicate with accuracy 	<ul style="list-style-type: none"> ✓ Appropriate assessment techniques are used to evaluate what students know and are able to do as a result of instruction ✓ Both cognitive and affective assessments are appropriately used to provide a more complete profile of student growth ✓ Student growth is communicated knowledgeably and responsively ✓ Knowledge and understanding of any intervening variables or factors is used to determine an accurate amount of progress