

ED 455 Student Impact Rubric

	Novice	Effective: Emerging	Effective: Proficient	Highly Effective
Rationale, Standards and Design				
Rationale of Design CAEP2.3 CF-2.3 INTASC6	Candidate develops or selects an assessment that is poorly aligned with the instructional outcomes.	Candidate develops or selects an assessment that has limited alignment with instructional outcomes.	Candidate develops or selects an assessment that is correlated with learning outcomes.	Candidate develops or selects an assessment that is highly correlated with learning outcomes.
Unit Assessment Design CAEP2.3 CF-2.3 INTASC6	Candidate develops or selects an assessment with little thought given to alignment with lesson objectives; assessments are not appropriate for the knowledge and/or skills being assessed.	Candidate develops or selects an assessment that has limited alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects an assessment that is correlated with lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects an assessment that is highly correlated with lesson objectives. The alignment between assessment and lesson objectives is strong and clear.
Assessment Design CAEP2.3 CF-2.3 INTASC6	Candidate develops or selects a pre-test with little thought given to alignment with lesson objectives or Blooms taxonomy; assessment is not appropriate for the knowledge and/or skills being assessed.	Candidate develops or selects a pre-test that has limited alignment with lesson objectives or Blooms taxonomy. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects a pre-test that is correlated with lesson objectives and Blooms taxonomy. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects a pre-test that is highly correlated with lesson objectives and Blooms taxonomy. The alignment between assessment and lesson objectives is strong and clear.
Rationale for Assessment CAEP 1.3 CF-2.3 JNTASC6	The candidate did not appear to provide a rationale for the assessment method selected or it did not appear valid for the purpose	Candidate provided a rationale for the assessment method selected that the assessment was needed	Candidate provided a rationale for the assessment method selected that is tied to the objectives/standards	Candidate provided a rationale for the assessment method selected that is detailed, tied to the objectives/standards, and to future learning (6a)
Assessment Context CAEP2.3 CF-2.3 INTASC 6	Candidate did not describe a context for the assessment and address: when, where, by whom, and how the assessment was conducted	Candidate described context of when, where, and who conducted the assessment	Candidate described context of when, where, by whom, and how the assessment was conducted	Candidate described context of when, where, by whom, and how the assessment was conducted and how it would connect to future learning (6a)

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Standards Alignment CAEP2.3 CF-2.3 INTASC6	Candidate did not provide samples of the pretest and posttest assessment or were not aligned with unit objectives and /or Bloom's taxonomy	Candidate provided samples of pretest and posttest assessment that were aligned with parts of the unit objectives	Candidate provided samples of pretest and posttest that were aligned with overall unit objectives and levels of Bloom's taxonomy	Candidate provided samples of pretest and posttest that were aligned with each of the unit objectives and levels of Bloom's taxonomy (6e)
Higher Order Questioning CAEP2.3 CF-2.3 INTASC6	Candidate items included questions that tested students at the knowledge, and comprehension levels	Candidate items included questions that tested students at the knowledge, comprehension and application levels	Candidate items included questions that tested students at the comprehension, application and analysis levels	Candidate items included questions that tested students at the comprehension, application, analysis, and evaluation levels
Data Collection				
Assessment scoring methods CAEP2.3 CF-2.3 INTASC6	Candidate includes inadequate representation pre and/or post-test data. Charts and graphs are missing, or they are present but not meaningful or accurate.	Candidate's assessment included basic representation of pre and post test data. Graphic information from the data is not described or is incomplete.	Candidate's assessment used scoring methods that provided quantifiable data that is organized and includes multiple representation of pre-and post-test data, to include charts and /or graphs	Candidate's assessment used scoring methods that provided quantifiable data that is organized and clearly labeled, using multiple, varied representations of pre and post-test data in tables
Score Computation CAEP2.3 CF-2.3 INTASC6	Candidate's computations did not include the pre and posttest scores	Candidate's computation included the pre and posttest scores	Candidate's computation included the pre and posttest scores along with calculations and discussion of change scores	Candidate's computation included the pre and posttest scores along with calculations of change scores. Results sheet includes calculation and discussion of change scores along and percentages of the changes
Comparative Analysis CAEP2.3 CF-2.3 INTASC 6	Candidate used different assessments for the pretest and posttest	Candidate used almost identical assessments for the pretest and posttest	Candidate used pre and posttest assessments that had limited alignment	Candidate used pre and post-test assessments identical assessments with total alignment (6c)
Impact on Student Learning through Analysis of Data				
Data Analysis CAEP2.3 CF-2.3	Candidate did not provide evidence of how the pretest results informed instruction by describing trends and patterns	Candidate discusses how the pretest informed instruction is consistent with the results. The analysis is incomplete or	Candidate discusses how the pretest informed instruction is consistent with the results and considers the implications of the results. Candidate includes multiple, varied representations of pre-test data to include charts	Candidate discusses how the pretest informed instruction is consistent with the results, considers the implications of the results, and provides a plan for next steps. Interpretations delineate instructional

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INTASC6	identified among subgroups or to make instructional decisions.	offers a limited interpretation. Conclusions do not offer details about students' directions for future instructional decisions	and graphs that contain individual student scores, class mean, and subgroup means, and percentiles that fully describe the results from the data in a meaningful and accurate manner	decisions that will influence instruction during the lesson.
Written Analysis CAEP2.3 CF-2.3 INTASC 6	Candidate includes inappropriate or misleading charts of pre-test data that contain class means and individual student scores, but is missing or has inaccurate reporting of sub-groups and percentiles. Graphic information is not described.	Candidate includes appropriate charts or another representation of pre-test data that contain individual student scores and class means but is missing or has inaccurate reporting of some data. Graphic information is not described or is incomplete.	Candidate includes multiple representations of pre-test data to include charts and/or graphs that contain individual student scores, class and subgroup means and percentiles that describe the results from the data in a meaningful manner	Candidate includes multiple, varied representations of pre-test data to include charts and graphs that contain individual student scores, class mean, and subgroup means, and percentiles that fully describe the results from the data in a meaningful and accurate manner