



Impact on Student Learning (ISL) 2024-25 Highlights:

Brief Description: The Impact on Student Learning (ISL) is an assessment of intern teacher candidates' ability to:

- Understand the contextual factors that influence student learning.
- Design and assess instruction that focuses on student learning.
- Analyze assessment information and use it to adjust your instruction.
- Study the effects of your instruction.
- Accurately monitor student learning through a variety of assessment techniques.
- Have a positive impact on learning for all students.
- Reflect on the role of your instructional practices on student learning.

Performance is assessed using a four-point rubric: The goal is for candidates to be Proficient (3). The rubric is attached after the tables below.

- Exceptional (4)
- Proficient (3)
- Emerging (2)
- Undeveloped (1)

The Data Explained:

Data is first presented in the aggregate for six semesters of interns, then disaggregated by race and gender, and finally disaggregated by program for programs with ten or more interns.

For this analysis, **means above 3.5** are considered “**higher proficiency**” and means **below 3.0** are considered “**emerging.**”

Analysis of 2024-25 Aggregate Data:

Areas of **higher proficiency** (anything above 3.5) include Knowledge of Students and Knowledge of School. Scores have remained **consistently above proficient** in each performance assessment area for the last 3 reported time period. There are **no areas** in which candidate means are **undeveloped**.

Impact on Student Learning (ISL): All Programs

Total possible score: 4 (see p. 8 for rubric and scoring system details)

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Performance Assessment Area:	(n=92)	(n=99)	(n=92)	(n=112)	(n=129)	(n=142)
Accommodations for Diverse Learners	3.16	3.18	3.30	3.29	3.32	3.16
Adaptations based on students' individual needs	3.14	3.14	3.36	3.24	3.22	3.18
Analysis of Student Learning	3.18	3.41	3.48	3.35	3.36	3.26
Assessing Student Prior Knowledge	3.23	3.36	3.40	3.43	3.30	3.25
Both formative and summative assessment measures continuously monitor student progress	3.28	3.22	3.37	3.36	3.27	3.22
Instructional Decision During Lesson	3.28	3.36	3.51	3.44	3.29	3.23
Interpretation of Data	3.20	3.37	3.42	3.39	3.34	3.23
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.40	3.36	3.47	3.41	3.37	3.14
Knowledge of Students	3.53	3.59	3.70	3.60	3.54	3.43
Knowledge of the Community	3.53	3.55	3.57	3.66	3.48	3.42
Knowledge of the School	3.45	3.52	3.59	3.63	3.52	3.37
Learning and performance expectations	3.25	3.41	3.53	3.44	3.36	3.23
Lesson Presentation Cycle	3.25	3.34	3.45	3.45	3.43	3.36
Plan for sharing learning expectations with student using understandable language	3.21	3.29	3.47	3.40	3.30	3.22
Pre-Assessment to inform instructional design	3.17	3.26	3.43	3.33	3.32	3.28
Scaffolded Supports	3.25	3.32	3.45	3.40	3.40	3.32
Use of Reflection-PreK-12 Learner	3.34	3.39	3.51	3.46	3.40	3.33

Impact on Student Learning (ISL): All Programs by Gender

Total possible score: 4 (see p. 8 for rubric and scoring system details)

	Fall 2022		Spring 2023		Fall 2023		Spring 2024		Fall 2024		Spring 2025	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Performance Assessment Area:	(n=77)	(n=15)	(n=78)	(n=21)	(n=80)	(n=12)	(n=84)	(n=28)	(n=112)	(n=17)	(n=124)	(n=18)
Accommodations for Diverse Learners	3.21	2.93	3.18	3.19	3.35	3.00	3.37	3.07	3.31	3.35	3.15	3.22
Adaptations based on students' individual needs	3.18	2.93	3.13	3.19	3.38	3.25	3.31	3.04	3.21	3.24	3.19	3.06
Analysis of Student Learning	3.17	3.27	3.42	3.38	3.50	3.33	3.44	3.07	3.37	3.31	3.25	3.39
Assessing Student Prior Knowledge	3.25	3.13	3.35	3.38	3.38	3.50	3.48	3.30	3.33	3.12	3.24	3.33
Both formative and summative assessment measures continuously monitor student progress	3.28	3.31	3.21	3.29	3.43	3.00	3.42	3.18	3.27	3.29	3.22	3.22
Instructional Decision During Lesson	3.31	3.13	3.33	3.48	3.52	3.42	3.49	3.29	3.30	3.24	3.22	3.28
Interpretation of Data	3.21	3.13	3.36	3.43	3.42	3.42	3.45	3.22	3.34	3.29	3.22	3.28
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.47	3.07	3.35	3.43	3.46	3.50	3.45	3.29	3.37	3.35	3.16	3.00
Knowledge of Students	3.57	3.33	3.56	3.71	3.71	3.58	3.65	3.43	3.53	3.65	3.45	3.28
Knowledge of the Community	3.56	3.40	3.52	3.67	3.57	3.58	3.67	3.64	3.49	3.41	3.42	3.39
Knowledge of the School	3.48	3.27	3.49	3.62	3.59	3.58	3.64	3.61	3.49	3.71	3.38	3.28
Learning and performance expectations	3.26	3.20	3.38	3.52	3.52	3.58	3.52	3.18	3.35	3.47	3.25	3.12
Lesson Presentation Cycle	3.28	3.13	3.32	3.38	3.44	3.50	3.50	3.29	3.41	3.59	3.38	3.24
Plan for sharing learning expectations with student using understandable language	3.22	3.13	3.21	3.57	3.47	3.50	3.46	3.21	3.29	3.35	3.23	3.11
Pre-Assessment to inform instructional design	3.18	3.13	3.24	3.33	3.42	3.50	3.40	3.08	3.34	3.18	3.27	3.39
Scaffolded Supports	3.27	3.13	3.33	3.29	3.46	3.42	3.48	3.18	3.38	3.53	3.28	3.56
Use of Reflection-PreK-12 Learner	3.37	3.20	3.41	3.33	3.54	3.25	3.54	3.22	3.40	3.41	3.32	3.39

Impact on Student Learning (ISL): All Programs by Race

Total possible score: 4 (see p. 8 for rubric and scoring system details)

	Fall 2022			Spring 2023			Fall 2023			Spring 2024			Fall 2024			Spring 2025		
	Other Ethnicity	Unknown	White	Other Ethnicity	Unknown	White	Other Ethnicity	Unknown	White	Other Ethnicity	Unknown	White	Other Ethnicity	Unknown	White	Other Ethnicity	Unknown	White
Performance Assessment Area:	(n=10)	*(n=4)	(n=78)	(n=12)	*(n=8)	(n=79)	(n=13)	*(n=3)	(n=76)	(n=13)	*(n=5)	(n=94)	(n=12)	*(n=5)	(n=112)	(n=18)	*(n=6)	(n=118)
Accommodations for Diverse Learners	3.50		3.13	3.17		3.19	3.15		3.32	3.38		3.29	3.17		3.33	2.89		3.22
Adaptations based on students' individual needs	3.40		3.10	3.25		3.13	3.15		3.38	3.25		3.24	2.75		3.27	3.11		3.19
Analysis of Student Learning	3.10		3.19	3.25		3.43	3.23		3.50	3.69		3.31	3.08		3.39	3.06		3.30
Assessing Student Prior Knowledge	3.20		3.23	3.27		3.37	3.31		3.39	3.62		3.41	3.25		3.29	3.28		3.25
Both formative and summative assessment measures continuously monitor student progress	3.40		3.26	3.08		3.24	3.00		3.41	3.54		3.34	3.00		3.29	3.00		3.26
Instructional Decision During Lesson	3.50		3.26	3.33		3.37	3.31		3.53	3.54		3.46	2.75		3.35	2.89		3.28
Interpretation of Data	3.20		3.19	3.25		3.41	3.15		3.45	3.54		3.37	3.00		3.37	3.06		3.26
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.40		3.40	3.31		3.39	3.23		3.49	3.54		3.39	3.25		3.37	3.06		3.17
Knowledge of Students	3.50		3.54	3.54		3.60	3.62		3.70	3.69		3.59	3.50		3.54	3.67		3.42
Knowledge of the Community	3.30		3.58	3.38		3.56	3.54		3.56	3.85		3.63	3.33		3.49	3.44		3.42
Knowledge of the School	3.50		3.47	3.46		3.51	3.38		3.61	3.85		3.60	3.50		3.52	3.44		3.37
Learning and performance expectations	3.40		3.22	3.38		3.41	3.54		3.52	3.54		3.43	3.18		3.38	3.28		3.24
Lesson Presentation Cycle	3.40		3.25	3.33		3.35	3.23		3.48	3.46		3.44	3.33		3.44	3.06		3.43
Plan for sharing learning expectations with student using understandable language	3.10		3.22	3.23		3.30	3.54		3.45	3.33		3.41	3.18		3.29	3.00		3.25
Pre-Assessment to inform instructional design	3.40		3.15	3.27		3.26	3.23		3.45	3.50		3.32	3.17		3.35	3.17		3.31
Scaffolded Supports	3.40		3.23	3.25		3.32	3.38		3.44	3.46		3.39	2.92		3.45	3.11		3.36
Use of Reflection-PreK-12 Learner	3.40		3.32	3.17		3.43	3.15		3.56	3.50		3.44	3.17		3.42	3.11		3.38

*Data has been removed because the sample size (N) is less than 10

Impact on Student Learning (ISL): Music Education

Total possible score: 4 (see p. 8 for rubric and scoring system details)

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Performance Assessment Area:	(n=13)	(n=22)	(n=12)	(n=17)	(n=10)	*(n=9)
Accommodations for Diverse Learners	3.23	3.18	3.58	3.12	3.10	
Adaptations based on students' individual needs	3.15	3.23	3.42	3.31	2.90	
Analysis of Student Learning	3.31	3.23	3.50	3.18	2.90	
Assessing Student Prior Knowledge	3.31	3.14	3.50	3.06	2.80	
Both formative and summative assessment measures continuously monitor student progress	3.23	3.27	3.50	3.12	2.80	
Instructional Decision During Lesson	3.23	3.27	3.58	3.24	3.00	
Interpretation of Data	3.38	3.23	3.58	3.24	3.00	
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.23	3.27	3.55	3.25	3.00	
Knowledge of Students	3.38	3.33	3.45	3.53	3.30	
Knowledge of the Community	3.69	3.36	3.58	3.53	3.40	
Knowledge of the School	3.62	3.36	3.58	3.47	3.50	
Learning and performance expectations	3.23	3.27	3.50	3.24	2.80	
Lesson Presentation Cycle	3.25	3.23	3.50	3.35	2.90	
Plan for sharing learning expectations with student using understandable language	3.15	3.32	3.50	3.35	2.80	
Pre-Assessment to inform instructional design	3.23	3.14	3.50	3.06	2.80	
Scaffolded Supports	3.23	3.27	3.67	3.24	3.00	
Use of Reflection-PreK-12 Learner	3.46	3.27	3.67	3.24	3.10	

*Data has been removed because the sample size (N) is less than 10

Impact on Student Learning (ISL): Early Childhood Education

Total possible score: 4 (see p. 8 for rubric and scoring system details)

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Performance Assessment Area:	(n=24)	(n=28)	(n=21)	(n=17)	(n=16)	(n=12)
Accommodations for Diverse Learners	3.12	3.14	3.24	3.18	2.94	2.92
Adaptations based on students' individual needs	3.00	3.07	3.14	2.94	3.06	3.08
Analysis of Student Learning	3.04	3.36	3.14	3.00	3.33	3.08
Assessing Student Prior Knowledge	3.00	3.39	3.20	3.41	3.38	3.08
Both formative and summative assessment measures continuously monitor student progress	3.17	3.22	3.33	3.24	3.19	2.83
Instructional Decision During Lesson	3.17	3.36	3.33	3.35	3.25	3.08
Interpretation of Data	3.00	3.21	3.14	3.18	3.33	3.08
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.25	3.25	3.48	3.06	3.31	2.82
Knowledge of Students	3.54	3.54	3.62	3.41	3.44	3.25
Knowledge of the Community	3.58	3.46	3.48	3.41	3.62	3.25
Knowledge of the School	3.46	3.43	3.57	3.47	3.56	3.17
Learning and performance expectations	3.21	3.33	3.19	3.29	3.38	3.08
Lesson Presentation Cycle	3.21	3.36	3.24	3.41	3.38	3.00
Plan for sharing learning expectations with student using understandable language	3.08	3.21	3.38	3.24	3.19	3.17
Pre-Assessment to inform instructional design	3.00	3.22	3.24	3.24	3.25	3.08
Scaffolded Supports	3.21	3.27	3.24	3.29	3.25	3.17
Use of Reflection-PreK-12 Learner	3.29	3.42	3.33	3.41	3.50	3.25

Impact on Student Learning (ISL): Elementary Education

Total possible score: 4 (see p. 8 for rubric and scoring system details)

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Performance Assessment Area:	(n=58)	(n=59)	(n=52)	(n=66)	(n=61)	(n=87)
Accommodations for Diverse Learners	3.28	3.19	3.37	3.42	3.20	3.17
Adaptations based on students' individual needs	3.24	3.10	3.33	3.28	3.15	3.18
Analysis of Student Learning	3.26	3.44	3.46	3.35	3.47	3.26
Assessing Student Prior Knowledge	3.29	3.43	3.37	3.56	3.40	3.26
Both formative and summative assessment measures continuously monitor student progress	3.35	3.24	3.46	3.50	3.32	3.17
Instructional Decision During Lesson	3.38	3.36	3.49	3.47	3.39	3.24
Interpretation of Data	3.28	3.34	3.42	3.40	3.43	3.20
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.52	3.35	3.53	3.39	3.31	3.11
Knowledge of Students	3.60	3.65	3.70	3.65	3.52	3.39
Knowledge of the Community	3.57	3.56	3.58	3.67	3.48	3.34
Knowledge of the School	3.53	3.52	3.66	3.67	3.48	3.28
Learning and performance expectations	3.29	3.40	3.43	3.50	3.41	3.28
Lesson Presentation Cycle	3.34	3.41	3.45	3.52	3.50	3.38
Plan for sharing learning expectations with student using understandable language	3.22	3.28	3.45	3.42	3.25	3.22
Pre-Assessment to inform instructional design	3.24	3.30	3.40	3.46	3.35	3.30
Scaffolded Supports	3.34	3.33	3.43	3.52	3.38	3.34
Use of Reflection-PreK-12 Learner	3.38	3.47	3.57	3.51	3.53	3.34

OCE TEU IMPACT ON PREK-12 STUDENT LEARNING RUBRIC

General Information | Custom Form | **Preview**

IMPACT ON STUDENT LEARNING GRADING RUBRIC

Name of Candidate:

Course:

Semester:

School:

Grade Level:

Topic of Unit:

1. Contextual Factors

	Exceptional	Proficient	Emerging	Undeveloped	Score
1.a Knowledge of the Community	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
InTASC 2(k)	Candidate explanation of community demographic, including population, socioeconomic, and cultural depictions of the community and how these affect	Candidate explanation includes a complete description of the community demographic, including population, socioeconomic, and cultural	Candidate explanation includes a partial description of the community demographic. One or more of the following are missing or	Candidate explanation does not depict a thorough knowledge of the community	
<input type="checkbox"/> NA					

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learning. The explanation includes vast detail with multiple examples within each area.

depictions of the community and how these affect learning

socioeconomic, and cultural depictions of the community and how these affect learning

1.b. Knowledge of the School

InTASC 10(l)
 NA

4
 Candidate explanation of the schools includes a description of the school demographics, including the population, SES and ethnicity of the school's population and how these may affect student learning. The explanation includes vast details with multiple examples within each area

3
 Candidate explanation includes a complete description of the school demographics, including the population, SES and ethnicity of the school's population and how these may affect student learning

2
 Candidate explanation includes a partial description of the school demographic. One or more of the following are missing: population, SES and ethnicity of the school's population and how these may affect student learning

1
 Candidate explanation does not depict a thorough knowledge of the school

Score

1.c. Knowledge of Students

InTASC 2(j)
 NA

4
 Candidate explanation of at least 3 or more students and their characteristics that may affect student learning and the explanation

3
 Candidate explanation of at least 3 or more students and their characteristics that may affect student learning.

2
 Candidate explanation of at least 3 or more students and their characteristics is missing information on

1
 Candidate has an incomplete explanation of student characteristics and how they may affect student learning

Score

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includes examples of how the characteristics affect student learning.

characteristics may affect student learning.

1.d Knowledge of Contextual Factors and Implications for Instruction and Assessment.

InTASC 10(m)
 NA

4
 Candidate can use information from a wide range of contextual factors above and their implications for instruction. Assessments are based on individual student differences and community, school, and classroom characteristics are explained. Specific examples of the implications for instruction and assessment are presented

3
 Candidate can use information from contextual factors above and their implications for instruction. Assessments are based on individual differences and community, school, and classroom characteristics are explained

2
 Candidate can identify some information from contextual factors above and their implications for instruction. Some assessments are based on individual student differences and community, school, and classroom characteristics are explained

1
 Candidate misidentifies information from contextual factors above and their implications for instruction. Assessments are not based on individual student differences. Community, school, and classroom characteristics are incomplete

<i>Score</i>

Rubric Score:

Rubric Mean:

2. Clear Learning and Performance Expectations (Goals/Object

Exceptional

Proficient

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ndeveloped

Score

	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
2.a Learning and performance expectations InTASC 7(a) <input type="checkbox"/> NA	Learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning. Specific examples of each of these areas are presented	Learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.	Some learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.	Learning and performance expectations (Goals/Obj) are not based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.	

	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
2.b Plan for sharing learning expectations with student using understandable language. InTASC 3(k) <input type="checkbox"/> NA	Planning indicates a clear plan for sharing learning expectations with students using understandable language. Expectations are demonstrated in multiple ways including using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations	Planning indicates a clear plan for sharing learning expectations with students using understandable language. Expectations may be demonstrated through using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations	Plan for sharing learning expectations with students is unclear and uses language that is vague. Expectations are not demonstrated thoroughly through using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations	Planning does not indicate a plan for sharing learning expectations with students using understandable language.	

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ubric Score:

Rubric Mean:

3. Assessment

	Exceptional	Proficient	Emerging	Undeveloped	Score
3.a Assessing Student Prior Knowledge InTASC 4(d) <input type="checkbox"/> NA	○ 4 Planning documents include pre-assessments to determine prior student knowledge related to learning expectations. Multiple examples are included.	○ 3 Planning documents include pre-assessments to determine prior student knowledge related to learning expectations.	○ 2 Planning documents include some pre-assessments to determine prior student knowledge related to learning expectations.	○ 1 Planning documents do not include pre-assessments to determine prior student knowledge related to learning expectations.	Score [Empty box for score]
3.b Pre-Assessment to inform instructional design InTASC 4(e) InTASC 7(d) <input type="checkbox"/> NA	○ 4 Plan includes the use of pre-assessment data to inform instructional design to meet student needs. Multiple examples are included.	○ 3 Plan includes the use of pre-assessment data to inform instructional design to meet student needs.	○ 2 Plan includes the use of pre-assessment data but does not thoroughly use this information to inform instructional design to meet student needs.	○ 1 Plan does not include the use of pre-assessment data to inform instructional design to meet student needs.	Score [Empty box for score]
3.c Both formative and summative assessment measures continuously monitor student progress InTASC 6(j) <input type="checkbox"/> NA	○ 4 Multiple and varied plans for the use of both formative and summative assessment measures to continuously monitor student	○ 3 Plans for the use of both formative and summative assessment measures to continuously monitor student progress.	○ 2 Plans for the use of both formative and summative assessment measures to continuously	○ 1 The candidate did not plan for the use of both formative and summative assessment measures to	Score Skip Navigation

progress are used. Includes a monitoring system.	Includes a monitoring system.	incomplete and/or do not include a monitoring system	continuously monitor student progress
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3.d Adaptations based on students' individual needs

InTASC 6(g)
 NA

○ 4	○ 3	○ 2	○ 1
Multiple and varied adaptations have been made for the majority of assessments to meet the needs of individual students.	Adaptations have been made for the majority of assessments to meet the needs of individual students.	Adaptations have been made for some of assessments to meet the needs of individual students.	Adaptations have not been made for the majority of assessments to meet the needs of individual students.

Score

Rubric Score:

Rubric Mean:

4. Instructional Plan

	Exceptional	Proficient	Emerging	Undeveloped	Score
4.a Lesson Presentation Cycle InTASC 7(a). InTASC 7(c). <input type="checkbox"/> NA	○ 4 Lesson provides multiple and varied evidence of all components of the designated instructional sequence including alternate	○ 3 Lesson provides evidence of all components of the designated instructional sequence including procedures and transitions.	○ 2 Lesson provides evidence of some components of the designated instructional sequence but is missing one or more procedures	○ 1 Lesson reflects an incomplete instructional sequence and is missing procedures and transitions	Score

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activities and has planned for procedures and transitions

4.b Scaffolded Supports

4

3

2

1

Score

InTASC 7(k)

InTASC 7(l)

NA

Multiple and varied scaffolded supports are identified and utilized to promote active learning, allow for variation in learning activities, and reflect discipline specific practices.

Use of one or more scaffolded supports are identified and utilized to promote active learning, allow for variation in learning activities, and reflect discipline specific practices.

Scaffolded supports are identified and utilized but do not fully support active learning, allow for enough variation in learning activities, or reflect discipline specific practices

Scaffolded supports are missing which hinders active learning, minimizes variation in learning activities, and negates discipline specific practices

4.c. Accommodations for Diverse Learners

4

3

2

1

Score

InTASC 7(e)

NA

A preponderance of instructional strategies and assessment are used to address the needs of diverse learners. Possible accommodations for individual student needs are identified.

A variety of instructional strategies and assessments are used to address the needs of diverse learners. Possible accommodations for individual student needs are identified, when appropriate

Some instructional strategies and assessments are used to address the needs of diverse learners. Accommodations for individual student needs are identified but not implemented

The instructional strategies and assessments do not address the needs of all diverse learners. Possible accommodations for individual student's needs are not identified when needed.

Rubric Score:

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Rubric Mean:

5. Instructional Decision Making

	Exceptional	Proficient	Emerging	Undeveloped	Score
5.a Instructional Decision During Lesson	○ 4	○ 3	○ 2	○ 1	Score
InTASC 7(l) <input type="checkbox"/> NA	Multiple and varied Instructional decisions and modifications are made and are based on on-going formative assessment	Instructional decisions and modifications are made and are based on on-going formative assessment	Instructional decisions and modifications are made but are not based on on-going formative assessment	Instructional decisions and modifications are not made based on on-going formative assessment	

Rubric Score:

Rubric Mean:

6. Analysis of Student Learning

	Exceptional	Proficient	Emerging	Undeveloped	Score
6.a Interpretation of Data	○ 4	○ 3	○ 2	○ 1	Score
InTASC 6(c) <input type="checkbox"/> NA	Narrative interpretation is accurate, and conclusions are supported by the data. Multiple examples are cited.	Narrative interpretation is accurate, and conclusions are supported by the data	Narrative interpretation is accurate but conclusions are not supported by the data	Narrative interpretation inaccurate, and conclusions are not supported by the data	

○ 4

○ 3

○ 2

○ 1

Score

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6.b Analysis of Student Learning	Analysis of student learning includes multiple and varied evidence of individual student learning as related to meeting lesson objectives	Analysis of student learning includes evidence of individual student learning as related to meeting lesson objectives	Analysis of student learning includes some evidence of individual student learning as related to meeting lesson objectives	Analysis of student learning includes no evidence of individual student learning as related to meeting lesson objectives
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InTASC 9(c)
 NA

Rubric Score:

Rubric Mean:

7. Self-Reflection

	Exceptional	Proficient	Emerging	Undeveloped	Score
7.a Use of Reflection-PreK-12 Learner	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
InTASC 9(g) InTASC 9(l) <input type="checkbox"/> NA	A reflection is included, with a plethora of examples, after each lesson that discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty and any needed changes to the next lesson are described	A reflection is included after each lesson that discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty, and any needed changes to the next lesson are described	A reflection is included after each lesson but minimally discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty and any needed changes to the next lesson are described	A reflection is included after each lesson but does not thoroughly discuss how students responded to the lesson, explicitly identifies and reflects on students who had difficulty and any needed changes to the next lesson are described	

Rubric Score:

Rubric Mean:

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Comments:

GRADE

Total Score:

Total Mean:

0.0

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