

Learning Experience Rubric

Candidate's Name _____

Program _____

Portfolio Reader's Name: _____ Signature & Date _____

_____ Does not Meet Criteria (50-60) _____ Meets Criteria (61-80) _____ Exceeds Criteria (81-100)

| Element | Does Not Meet Criteria Unacceptable 5 points Marginal 6 points | Meets Criteria Satisfactory 7 points Very Good 8 points | Exceeds Criteria Excellent 9 points Outstanding 10 points |
|---|---|--|---|
| Stage One: Learning Context & Identify Desired Results | | | |
| Relation To Learning Standards | The learning experience focus and activities do not relate to the targeted standard and performance indicators. No targeted standard indicated, and there is no link to an existing NYS core curriculum. Standards and performance indicators are identified, but alignment is contrived or difficult to determine. Points _____ | The learning experience focus and student experiences are aligned with the targeted standards and performance indicators, as well linked to an existing NYS core curriculum. Standards and performance indicators are identified and serve as the basis of assessment and instruction. Points _____ | The learning experience focus and student experiences are aligned with targeted standards, NYS core curriculum, and performance indicators. Demonstrates developmentally appropriate language and motivates students. They are compelling and provide the central focus that drives student inquiry. Points _____ |
| Intellectual Challenge | The learning experience requires students to acquire knowledge and skills within a single content area. It is presented in ways that prevent students from making meaningful connections between their experiences and material. Points _____ | The learning experience requires students to use knowledge and skills from two different content areas, which are not naturally related to each other. It forces contrived connections between student experiences and the material. Attempts to move beyond rote application. Points _____ | The learning experience requires students to use and integrate knowledge and skills among a variety of naturally related areas in ways that enhance each content area. It draws upon student interests, backgrounds, culture and expertise. Moves beyond rote application, e.g., interpret, predict, analyze, and synthesize. Connects with real-world contexts. Points _____ |
| Stage Two: Assessment Plan to Determine Acceptable Evidence | | | |
| Assessment Plan | There is no evidence of alignment with instructional goals. Assessment is not clearly described, is not appropriate for the student, and/or does not match the level of thinking reflected in the targeted standard. Formal assessment is limited to end of learning experience activities. There is no pre-assessment or formative assessment. Limited checking for understanding. Does not define the various levels of student performance (e.g., developing, proficient, distinguished) in order for students to understand what is expected of them Points _____ | Assessment is aligned with the instructional goals. It is clearly described, is appropriate for the student, and matches the level of thinking reflected in the targeted standard. Assessment plan is somewhat informative and begins to demonstrate how assessment drives instruction. The learning experience includes pre-assessment, formative, as well as summative assessment that is integrated in a manner to inform instruction. Points _____ | Assessment is precisely aligned with the instructional goals, is clearly described, is appropriate for the student, and matches the level of thinking reflected in the targeted standard. Includes an appropriate rubric for scoring student work. Use of targeted performance indicators is evident. Standards and performance indicators are clearly identified and serve as the specific focus of assessment. The learning experience is formally assessed from beginning to end in ways that measure and support student learning as well as inform teaching. Checking for understanding is continuous. Assessment plan clearly articulates and clearly demonstrates how assessment drives instruction. Teacher candidate self-assessment is clearly evident. Points _____ |
| Pre-assessment and Post-assessment & Analysis of Results | Pre and post assessments unrelated to one another in either content of context. Pre and/or post results were inconsistent or poorly explained. Points _____ | Pre and post assessments are parallel to a limited degree in content and in their framework. Explanations of pre and post assessment results were sufficient. Points _____ | Pre and post assessments are parallel in content and in their framework. Implications for improvement are logically based on analysis of results; plan of action / remediation developed. Pre-assessment results are used to inform instruction. Points _____ |
| Validity & Reliability | Significant errors in process. Not able to support evidence. The assessments are limited or incomplete to permit confident inferences about each student's overall understanding. They do not provide a valid measure of the targeted understanding. Points _____ | Acceptable process, but missing minor aspects/information and/or not clearly presented The assessments provide evidence of student understanding, but are incomplete. They likely provide a valid measure of the targeted understanding. Points _____ | Clearly in evidence. The assessments provide sufficient evidence to permit confident inferences about each student's overall understanding. They clearly provide a valid measure of the targeted understanding. Points _____ |

| Element | Does Not Meet Criteria | Meets Criteria | Exceeds Criteria |
|--|--|--|--|
| Stage Three: Implementation and Reflection | | | |
| Engagement | The experiences are not engaging and have minimal student involvement. The sequence of lessons and activities is likely to lack meaning for students. Lessons and activities seem strung together in a disconnected fashion. <i>Points</i> ____ | The experiences provide opportunities for active student engagement in exploring big ideas. The lessons are logically sequenced. <i>Points</i> ____ | The experiences provide multiple opportunities for active student engagement in exploring “big ideas”. Motivates students to become intellectually, emotionally, and/or physically involved in ways that result in higher achievement. Instruction reflects an interdisciplinary approach. Students see the logic of the unit-how lessons and activities are connected and flow together. Students understand that the unit is clearly focused on big ideas. <i>Points</i> ____ |
| Instructional Modifications | Little or no instructional modifications were made. <i>Points</i> ____ | Modifications were made in an effort to improve instruction. Demonstrates the will and skill to reflect on their own performance and develop alternatives. <i>Points</i> ____ | The learning experience is adaptable to the range of students’ abilities in the classroom. Reflective narrative demonstrates in-depth knowledge of analysis of post-assessment results and of specific and developmentally appropriate modifications are in place to enable success for all learners. <i>Points</i> ____ |
| Resources Including Technology | Instructional technology was not used to enhance instruction and did not assist students in achieving the learning standard(s) addressed in the assessment plan. <i>Points</i> ____ | Instructional technology was used to enhance instruction and assisted students in achieving the learning standard(s) addressed in the assessment plan <i>Points</i> ____ | Successful integration of a variety of Instructional technologies that were used to enhance instruction and evidence of impacting the students’ achieving the learning standard(s) addressed in the assessment plan. <i>Points</i> ____ |
| Reflection and Analysis of Assessment Results | Implications for improvement were missing, or limited in nature, or not based on analysis of results; plan of action / remediation not developed. <i>Points</i> ____ | Implications for improvement are moderately based on analysis of results, and/or a plan of action / remediation developed. <i>Points</i> ____ | Implications for improvement are logically based on analysis of results; plan of action / remediation developed. Demonstrates and clearly articulates in-depth analysis of data to reflect on planning and implementation and provides a rationale of the need to improve future instruction. <i>Points</i> ____ |
| Positive Impact on Student Learning | Not supported by evidence presented <i>Points</i> ____ | Mostly supported by evidence <i>Points</i> ____ | Clearly in evidence <i>Points</i> ____ |

Was the process valid? ____ Yes ____No

If no, did the candidate make any impact on student learning? Why not? What was the problem? _____

If yes, did the candidate’s data represent a positive impact? How so? _____
