

Impact Study: Scoring

Criteria for Passing Scores

The Impact Study is divided into four categories, Demographic Profile, Unit Plan, Data Analysis, and Reflection. For each category, a candidate needs to earn the passing score and meet the standard for writing quality. Satisfactory writing quality includes:

- **Organization:** Coherent, concise, clear narrative and paragraph structure; appropriate headings, introductions, conclusions, and transitions between ideas
- **Style:** Appropriate and varied sentence structure to enhance meaning; conscious attention to phrasing and word choice
- **Tone:** Professional tone in presenting information, free of colloquial language
- **Usage and Mechanics:** Appropriate grammar, punctuation and spelling; limited mechanical errors not impacting meaning; appropriate verb tense; properly formatted in-text citations

Definitions for Scoring

1. **Does Not Meet Standard** – Components are missing, inaccurate or irrelevant.
2. **Emerging Competence Toward Standard** - Some components are included but the candidate demonstrates a level of understanding that is below expectations via limited application of principles of teaching and learning.
3. **Approaching Standard** – All required components are addressed
4. **Meets Standard** - All required components are included and the candidate demonstrates a proficient level of understanding of the principles of teaching and learning.

Category 1: Demographic Profile

- Rubric Criterion: Demographic Profile (15 points)
- Section Passing Requirements: 12/15 Score, Writing Quality Standard Met

Criterion	Weight	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard
Demographic Profile	1.5	0–5	6–8	9–11	12–15
Writing Quality		<input type="checkbox"/>			<input type="checkbox"/>

Category 2: Unit Plan

- Rubric Criteria: Goals & Objectives (10 points), Assessment Plan (10), Pre-/Post-Test (15)
- Section Passing Requirements: 28/35 Score, Writing Quality Standard Met

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Criterion	Weight	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard
Unit Plan: Goals and Objectives	1.0	0–3	4–5	6–7	8–10
Unit Plan: Assessment Plan	1.0	0–3	4–5	6–7	8–10
Unit Plan: Pre-/Post-Test	1.5	0–5	6–8	9–11	12–15
Writing Quality		<input type="checkbox"/>			<input type="checkbox"/>

Category 3: Data Analysis

- Rubric Criteria: Methods and Presentation (15 points), Conclusions (15)
- Section Passing Requirements: 24/30 Score, Writing Quality Standard Met

Criterion	Weight	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard
Data Analysis: Methods and Presentation	1.5	0–5	6–8	9–11	12–15
Data Analysis: Conclusions	1.5	0–5	6–8	9–11	12–15
Writing Quality		<input type="checkbox"/>			<input type="checkbox"/>

Category 4: Reflection

- Rubric Criteria: Effective Instruction (10 points), Future Practice (10)
- Section Passing Requirements: 16/20 Score, Writing Quality Standard Met

Criterion	Weight	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard
Reflection: Effective Instruction	1.0	0–3	4–5	6–7	8–10
Reflection: Future Practice	1.0	0–3	4–5	6–7	8–10
Writing Quality		<input type="checkbox"/>			<input type="checkbox"/>

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