

IMPACT STUDY RUBRIC

Intern			Date Resubmitted to University Supervisor	
Evaluated by			Re-evaluated by	
Date of Evaluation			Date of Re-evaluation	
Date Returned to Intern for Revision (if needed):				

Definitions:

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.

	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard	Score 1 st Submission	Score Revised Submission
<p>Demographic Profile The candidate has knowledge of the socio-cultural context of the community, school, and classroom and understanding of how the context influences learners and the learning environment.</p> <p>InTASC Standard 2: Learning Differences</p>	The profile does not describe the characteristics of the community, school classroom, and/or the diverse cultures.	The profile provides a description of the community, school, and classroom but does not explain, using related data, how to incorporate learners' experiences, cultures, and community resources into instruction.	The profile describes the characteristics of the community, school and classroom, the diverse cultures, and explains, using related data, how to incorporate learners' experiences, cultures, and community resources into instruction.	The profile thoroughly describes with multiple examples the characteristics of the community, school and classroom, the diverse cultures, and explains, using related data, how to incorporate learners' experiences, cultures, and community resources into instruction.		

	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard	Score 1 st Submission	Score Revised Submission
<p>Unit Plan Unit Goals/Objectives for the Unit</p> <p>The candidate identifies measurable learning objectives, aligned with the Virginia Standards of Learning, for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>InTASC Standard 7: Planning for Instruction</p>	<p>The plan does not identify learning objectives aligned with the Virginia Standards of Learning and/or the relationship of the learning objectives to learner's educational needs is missing or unclear.</p>	<p>The plan selects learning objectives misaligned with the Virginia Standards of Learning and/or the relationship of the learning objectives to learner's educational needs is missing or unclear.</p>	<p>The plan selects learning objectives aligned with the Virginia Standards of Learning and the learning objectives are developmentally appropriate to the learner.</p>	<p>The plan selects learning objectives aligned with the Virginia Standards of Learning and the learning objectives are developmentally appropriate to the learner. The rationale is clearly identified for the selection of objectives and how objectives support the achievement of learning goals.</p>		
<p>Unit Plan Assessment Plan</p> <p>The candidate designs a plan that evaluates all learning objectives and includes both formative and summative assessments.</p> <p>InTASC Standard 6: Assessment</p>	<p>The plan does not describe an assessment plan that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).</p>	<p>The plan describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures.</p>	<p>The plan describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessment measures.</p>	<p>The plan describes an assessment plan that evaluates all learning objectives, includes multiple assessment measures, including both formative and summative assessment.</p>		

	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard	Score 1 st Submission	Score Revised Submission
<p>Unit Plan Assessment Plan – Pre/post test The plan includes pre-and post-assessment of student knowledge to make instructional decisions.</p> <p>InTASC Standard 6: Assessment</p>	The pre/post-assessments are not included or not aligned with the unit objectives.	The pre/post-assessments are aligned to evaluate most of the learning objectives with minimal evidence that the data influenced instructional design.	The pre/post-assessments are aligned to evaluate all learning objectives for the purpose of making instructional decisions with evidence that the data influenced instructional design.	The pre/post-assessment plan is aligned to evaluate all learning objectives for the purpose of making instructional decisions with a detailed description of how the assessment data influenced instructional design.		
<p>Data Analysis - Data The analysis of the data is fully aligned with learning goals providing a comprehensive profile of student learning for the whole class including the use of data charts for interpreting data for individual students and groups of students.</p> <p>InTASC Standard 7. Professional Learning and Ethical Practice</p>	The analysis of the data is missing two or more of the three components (calculation, graphic representation, narrative discussion, interpretation for individual, small group, or whole group) and/or the interpretation is inaccurate, missing or unsupported by data.	The analysis of the data is missing one of the three components (calculation, graphic representation, narrative discussion, interpretation for individual, small group, or whole group) or the interpretation is inaccurate, missing or unsupported by data.	The analysis of the data is aligned with learning goals. Data is calculated and analyzed (graphically and narratively) for the whole class and for individuals and small groups. The interpretation is appropriately drawn from the data.	The analysis of the data is aligned with learning goals. Data is calculated and analyzed (graphically and narratively) for the whole class and for individuals and small groups. The interpretation is appropriately drawn from the data provides a comprehensive profile of student learning.		

	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard	Score 1 st Submission	Score Revised Submission
<p>Data Analysis - Conclusions The analysis of student learning includes evidence of the impact on student learning toward each learning goal using learner data.</p> <p>InTASC Standard 7 Professional Learning and Ethical Practice</p>	The analysis of student learning does not include impact on student learning toward learning goals.	The analysis is accurate, but conclusions are missing or not fully supported by the data defining impact on student learning toward learning goals.	The analysis of student learning includes evidence of the impact on student learning and progress made toward meeting each learning goal based on learner data.	The analysis of student learning includes evidence of the impact on student learning and progress made toward meeting each learning goal with multiple examples cited from learner data.		
<p>Reflection Effective Instruction The candidate connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</p> <p>InTASC Standard 7. <i>Professional Learning and Ethical Practice</i></p>	The reflection does not connect learning goals, instruction and assessment results in the discussion of student learning and effective instruction.	The reflection describes the relationship among learning goals, instruction and assessment results but does not address each in the discussion of student learning and effective instruction.	The reflection explains the connections among learning goals, instruction, and assessment results reflecting on his/her classroom planning and practice.	The reflection clearly defines connections among learning goals, instruction, and assessment results reflecting on his/her classroom planning and practice with thoughtful insights for the future planning.		

	Does Not Meet Standard	Emerging Competence Toward Standard	Approaching Standard	Meets Standard	Score 1 st Submission	Score Revised Submission
<p>Reflection Future Practice The candidate's interpretation is meaningful, and appropriate conclusions are drawn from the data by identifying discrepancies between what was intended and what occurred, acknowledges what worked and what didn't as well as defining how to apply what was learned to future instruction.</p> <p>InTASC Standard 9. Professional Learning and Ethical Practice</p>	<p>The reflection does not identify the discrepancies or draw meaningful conclusions between instructional plans and what occurred and does not discuss what was learned to apply to future learning.</p>	<p>The reflection is missing one aspect of reflection (conclusions from data, discrepancies between lesson plans and what occurred, or what was learned to apply to future learning).</p>	<p>The reflection's interpretation of the data was meaningful, appropriate conclusions are drawn from the data identifying discrepancies between what was intended and what occurred, acknowledges what worked and what didn't as well as defining how to apply what was learned to future instruction.</p>	<p>The reflection's interpretation of the data was meaningful, appropriate conclusions are drawn from the data identifying discrepancies between what was intended and what occurred, acknowledges what worked and what didn't as well as defining how to apply what was learned to future instruction and examples of specific modifications.</p>		
<p>Mechanics The paper is coherent, proof read, well-organized, error free and adheres to APA format.</p>	<p>The paper has more than 10 errors including APA, spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.</p>	<p>The paper has 5-9 errors including APA, spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.</p>	<p>The paper has 1- 5 errors including APA, spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.</p>	<p>The paper has no APA, spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.</p>		