

**AUGUSTA STATE UNIVERSITY
TEACHER EDUCATION
IMPACTING STUDENT LEARNING ASSESSMENT RUBRIC**

Rating Scale:

- 4 – Exemplary level
- 3 – Proficient level
- 2 – In Progress level
- 1 – Unsatisfactory level

**CFP – CONCEPTUAL FRAMEWORK
PRINCIPLES ADAPTED FROM INTASC**

Student: _____ **Program:** _____ **Block:** _____
Course: _____

1. **Learning Goals:** _____ (CFP – 1)
 - Designates goals in terms of knowledge, skills, theory concepts, and dispositions.
 - Describes the goals and how they represent the above categories.
 - Embeds content.
2. **Learning Profiles:** _____ (CFP – 2, 3)
 - Includes profile of each student as a learner (developmental characteristics, strengths, weaknesses, learning styles, outside variables, experience, prior knowledge).
 - Describe implication of the learner profiles for teaching.
 - Describe learning context and its implications for teaching.
 - Provides evidence in support of profiles.
3. **Planning for learning:** _____ (CFP – 4, 5, 6, 7, 8)
 - Describes diagnostic assessment:
 - Instrument
 - Student data
 - Implications for teaching
 - Uses effective lesson planning:
 - Objective (s)
 - Assessment
 - Procedures
 - Evidences appropriate teaching practices
 - Variety
 - Critical creative thinking, problem-solving
 - Appropriate communication and technology
 - Support learning of all students
 - Positive social interaction
 - Active student engagement
4. **Student Achievement:** _____ (CFP – 8)
 - Describes formative assessments:
 - Instruments
 - Student achievement data
 - Describes needed student intervention areas
 - Implications for teaching
 - Describes summative assessment:
 - Instrument
 - Student achievement data
 - Analyzes the “why” related to achievement
 - Implications for teaching
5. **Reflection and Refinement:** _____ (CFP – 9)
 - Reflects upon own instruction and the impact on student achievement.
 - Indicates next steps for instruction with each learner profiled.

Overall Score _____