

ISL ASSESSMENT

Student: _____ Block: _____ Course: _____

1. Learning Goals: _____ (CFP – 1, 7)

- 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, 7)

- Includes profile of each student as a learner (developmental characteristics, strengths, weaknesses, learning styles, outside variables, experience, prior knowledge).
- Describes implication of the learner profiles for teaching.
- Describes learning context and its implications for teaching.
- Provides evidence in support of profiles.

3. Planning for Learning: _____ (CFP – 1, 4, 5, 6, 8)

- Describes diagnostic assessment:
 - Instrument/ Student data
 - Implications for teaching
- Uses effective lesson planning:
 - Objective(s)
 - Assessment
 - Procedures
- Evidences appropriate teaching practices.
- Evidences appropriate content knowledge.

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 _____

Scoring Rubric Criteria

4 = **Exemplary** performance on all components of ISL task -- goals are well-stated and appropriate for grade level/subject and students; learning profiles are well-developed, complete, and accurate; diagnosis of student needs is based on data; instructional practices and strategies are active, student-centered, and appropriate to diagnosed needs and the task; assessments are appropriate for the type of learning being assessed; reflections reveal reasoned and supported analysis of lessons, student achievement, and future needs; there is explicit evidence of understanding of students as learners; writing and/or speaking are clear, strong, and thoughtful; references and examples are integrated into the analysis; consistently correct usage of standard English, consistent and accurate use of APA style.

3 = **Proficient** performance on all components of ISL task -- goals are appropriate for grade-level; learning profiles give an adequate but not complete insights; diagnosis of student needs is based on accurate but insufficient data; instructional practices and strategies are subject-centered and appropriate to the task; assessments address the learning task(s); reflections reveal well-supported analysis of lessons and student achievement; there is some evidence of understanding of students as learners; writing and/or speaking are clear and coherent; some evidence of integration of references and examples; consistently correct usage of standard English, consistent and accurate use of APA style.

2 = Efforts to address all components of ISL task are **In Progress**; performance on all dimensions of task is not completely accurate or coherent -- goals are related to content; learning profiles are insufficient for accurate planning; planning is superficial and lacks thoughtfulness; instructional practices and strategies are subject- or teacher-centered and don't fit well with objectives; reflections and analysis are descriptive and superficial rather than reasoned and supported; references are dropped-in rather than integrated; inconsistencies in correct usage of standard English, inconsistent and inaccurate use of APA style.

1 = Performance is **Unsatisfactory**; not all areas are addressed; performance is inaccurate, incoherent, lacks clarity -- goals are incomplete or poorly stated or inappropriate; profiles are incomplete and/or inaccurate; planning is minimal; instructional practices and strategies are not thoughtful or well-planned; reflections and analysis are not at all evident; faulty reasoning; consistently incorrect usage of standard English, consistently inaccurate use of APA style.