

Evaluation Results

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DRF template: 2012-2013_Secondary Education Social Studies

Program: Secondary History/Social Studies 2012-2013


Evaluation Method: Using Rubric

Evaluation Summary for EDC 485: Formal/Informal Assessment (Formal/Informal Assessment of Learning)

Final Score: 27.00 (out of 30)

Detailed Results (Rubric used: Informal/Formal Assessment of Student Learning)

Attached Standards: Collapse All Expand All

Content - Multiple Assessments				
(1) Little Evidence	(2) Approaches Standard	(3) Meets Standard	(4) Above Standard	(5) Well Above Standard
The teacher does not adequately assess student learning, assessment is limited or is inadequately aligned with instructional objectives.	The teacher uses assessments that are only partially aligned with the instructional objectives (e.g., not all objectives assessed) or the instructional methodology.	The teacher uses assessments that are aligned with the instructional objectives and the instructional methodology.	The teacher uses multiple assessments that are aligned with the instructional objectives and the instructional methodology to provide a larger sample of student performance.	The teacher uses multiple assessments that are aligned with the instructional objectives and the instructional methodology to provide a larger sample of student performance. The informal assessments build on each other, and lead to a formal assessment that is inclusive of relevant content and the informal assessment criteria.
 Standards				
Criterion Score: 5.00				
Content - Clear Criteria				
(1) Little Evidence	(2) Approaches Standard	(3) Meets Standard	(4) Above Standard	(5) Well Above Standard
There does not appear to be clear criteria for evaluating student work and students are not able to engage in	The criteria for assessment are not clear and students aren't able to evaluate their own work or	The teacher provides clear criteria for assessment that allow students to self-assess, and provides	The teacher provides clear criteria for assessment that allow students to self-assess, and provides	The teacher provides clear criteria for assessment that allow students to self-assess across assessments,

self assessment.

limited feedback may make it difficult for students to establish goals for learning.

some feedback that helps students establish goals for learning.

feedback that addresses the criteria.

and provides feedback that addresses the criteria and helps students establish goals for learning.

Standards

Criterion Score: 5.00

Content - Learner Differences

(1) Little Evidence

The assessments fail to accommodate the specific needs of students with learning or other disabilities.

(2) Approaches Standard

The assessments do not take a range of learners with different approaches to learning into account. There is accommodation of specific needs of special education students.

(3) Meets Standard

The assessments are designed to accommodate at least one difference among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.

(4) Above Standard

The assessments are designed to accommodate multiple differences among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.

(5) Well Above Standard

The assessments are designed to accommodate all differences among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.

Standards

Criterion Score: 4.00

Critical Thinking - Clear Record

(1) Little Evidence

The analysis of student learning is incomplete and inaccurately or insufficiently communicates student progress.

(2) Approaches Standard

The teacher's evaluation and analysis provide a general sense of what the student has learned and results are communicated to the student in a rudimentary way.

(3) Meets Standard

The student work and the teacher's evaluation and analysis provide a basic record of what the student has learned, and results are communicated to the student.

(4) Above Standard

The student work and the teacher's evaluation and analysis provide a clear record of what the student has learned, and results are clearly communicated to the student.

(5) Well Above Standard

The student work and the teacher's evaluation and analysis provide a detailed record of what the student has learned, and results are communicated to the student in detail.

Standards

Criterion Score: 4.00

Critical Thinking - Effective Teaching

(1) Little Evidence

The teacher's evaluation of student work is inaccurate and does not lead to changes in instruction.

(2) Approaches Standard

The teacher's evaluation of student work is not entirely accurate and uses the information in ways to plan changes just for the class as a whole.

(3) Meets Standard

The teacher evaluates student work and uses the information to develop concrete conclusions about the effectiveness of his or her teaching.

(4) Above Standard

The teacher evaluates student work and uses the information to develop concrete conclusions about the effectiveness of his or her teaching. Specific examples of student work are used to illustrate these

(5) Well Above Standard

The teacher evaluates student work from multiple assessments, and uses the information to develop concrete conclusions about the effectiveness of his or her teaching. Specific examples of student

conclusions.

work are used to illustrate these conclusions and to suggest ways to improve instruction.

 **Standards**

Criterion Score: 5.00

Thinking - Plan Instruction

(1) Little Evidence

The teacher's evaluation of student work is inaccurate and does help the student understand what he or she still needs to learn.

(2) Approaches Standard

The teacher's evaluation of student work is not entirely accurate. Feedback to individuals may be limited or not instructive.

(3) Meets Standard

The teacher uses the evaluation information to plan instruction for individuals and the class, and to provide basic feedback to individuals.

(4) Above Standard

The teacher uses the evaluation information to plan instruction for individuals and the class at multiple levels, and to provide detailed feedback to individuals.

(5) Well Above Standard

The teacher uses the evaluation information to plan instruction for individuals and the class at multiple levels, and to provide detailed feedback to individuals using multiple modes of representation.

 **Standards**

Criterion Score: 4.00