

Impact on Student Learning (ISL)

The purpose of this assignment is for the teacher candidate to demonstrate the following:

1. Understand the contextual factors that influence student learning;
2. Design and assess instruction that focuses on student learning;
3. Analyze assessment information and use it to adjust your instruction;
4. Study the effects of your instruction;
5. Accurately monitor student learning through a variety of assessment techniques;
6. Have a positive impact on learning for all students;
7. Reflect on the role of your instructional practices on student learning.

Rubric Scale:

Exceptional (4)	Proficient (3)	Emerging (2)	Undeveloped (1)	Comments

Rubric Scale Summary Notes:

1. **Exceptional** should rarely be used. If you use this indicator, please add a comment that specifically states what was exceptional.
2. If a teacher candidate is **Undeveloped** in any area please add a comment that specifically states what was undeveloped along with suggestions and/or examples on how to make better.
3. Proficient is the goal.

Yellow highlights are higher rated areas

Orange highlights are lower rated areas

Impact On Student Learning

All Programs

Total possible score 4 (see p.2 for Rubric and scoring system details)

Term Benchmark	Fall 2019		Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	60	3.02	81	3.23	67	3.28	112	3.46	77	3.27	109	3.51
Knowledge of the School	60	2.95	81	3.21	67	3.26	112	3.39	77	3.21	109	3.44
Knowledge of Students	60	3.25	81	3.46	67	3.40	112	3.47	77	3.27	109	3.52
Knowledge of Contextual Factors and Implications for Instruction and Assessment	60	2.82	81	3.09	67	3.21	112	3.27	77	3.11	109	3.30
Learning and performance expectations	60	3.02	81	3.27	67	3.23	112	3.24	77	3.13	109	3.32
Plan for sharing learning expectations with student using understandable language	60	3.03	81	3.11	67	3.23	112	3.32	77	3.08	109	3.26
Assessing Student Prior Knowledge	60	2.90	81	3.15	67	3.24	112	3.24	77	3.17	109	3.23
Pre-Assessment to inform instructional design	60	2.90	81	3.03	67	3.22	112	3.26	77	3.18	109	3.27
Both formative and summative assessment measures continuously monitor student progress	60	2.92	81	3.13	67	3.19	112	3.28	77	3.11	109	3.28
Adaptations based on students' individual needs	60	2.65	81	3.08	67	3.18	112	3.29	77	2.96	109	3.24
Lesson Presentation Cycle	60	2.97	81	3.28	67	3.28	112	3.41	77	3.25	109	3.34
Scaffolded Supports	60	2.97	81	3.24	67	3.26	112	3.36	77	3.25	109	3.38
Accommodations for Diverse Learners	60	2.83	81	3.08	67	3.16	112	3.26	77	3.14	109	3.21
Instructional Decision During Lesson	60	3.02	81	3.15	67	3.28	112	3.30	77	3.16	109	3.32
Interpretation of Data	60	3.02	81	3.09	67	3.34	112	3.30	77	3.21	109	3.31
Analysis of Student Learning	60	2.93	81	3.07	67	3.25	112	3.29	77	3.22	109	3.32
Use of Reflection-PreK-12 Learner	60	3.07	81	3.27	67	3.25	112	3.38	77	3.26	109	3.38

Yellow highlights are higher rated areas

Orange highlights are lower rated areas

Impact On Student Learning

Early Childhood

*Disaggregated by program

Term Benchmark	Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	14	3.36	15	3.33	21	3.48	20	3.40	18	3.39
Knowledge of the School	14	3.50	15	3.40	21	3.33	20	3.20	18	3.44
Knowledge of Students	14	3.46	15	3.40	21	3.43	20	3.40	18	3.33
Knowledge of Contextual Factors and Implications for Instruction and Assessment	14	3.15	15	3.20	21	3.29	20	3.15	18	3.28
Learning and performance expectations	14	3.29	15	3.27	21	3.20	20	3.25	18	3.22
Plan for sharing learning expectations with student using understandable language	14	3.21	15	3.40	21	3.15	20	3.20	18	3.11
Assessing Student Prior Knowledge	14	3.14	15	3.33	21	3.20	20	3.30	18	3.18
Pre-Assessment to inform instructional design	14	3.08	15	3.20	21	3.25	20	3.10	18	3.06
Both formative and summative assessment measures continuously monitor student progress	14	3.31	15	3.20	21	3.29	20	3.05	18	3.12
Adaptations based on students' individual needs	14	3.36	15	3.07	21	3.24	20	2.80	18	3.06
Lesson Presentation Cycle	14	3.29	15	3.27	21	3.38	20	3.30	18	3.17
Scaffolded Supports	14	3.36	15	3.27	21	3.14	20	3.30	18	3.28
Accommodations for Diverse Learners	14	3.29	15	3.07	21	3.14	20	3.10	18	3.11
Instructional Decision During Lesson	14	3.08	15	3.33	21	3.24	20	3.10	18	3.18
Interpretation of Data	14	3.27	15	3.20	21	3.33	20	3.20	18	3.00
Analysis of Student Learning	14	3.18	15	3.14	21	3.19	20	3.30	18	3.13
Use of Reflection-PreK-12 Learner	14	3.42	15	3.20	21	3.43	20	3.37	18	3.35

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Spring 2020, Fall 2020, Spring 2021, Fall 2021, and Spring 2022

Yellow highlights are higher rated areas

Orange highlights are lower rated areas

Impact On Student Learning

Elementary Education

*Disaggregated by program

Term Benchmark	Fall 2019		Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	10	3.10	13	3.33	13	3.31	13	3.54	12	3.25	12	3.75
Knowledge of the School	10	3.20	13	3.33	13	3.38	13	3.46	12	3.25	12	3.42
Knowledge of Students	10	3.30	13	3.45	13	3.38	13	3.69	12	3.42	12	3.33
Knowledge of Contextual Factors and Implications for Instruction and Assessment	10	2.80	13	3.17	13	3.31	13	3.23	12	3.08	12	3.33
Learning and performance expectations	10	3.10	13	3.46	13	3.23	13	3.23	12	3.17	12	3.33
Plan for sharing learning expectations with student using understandable language	10	3.10	13	3.31	13	3.15	13	3.31	12	3.17	12	3.33
Assessing Student Prior Knowledge	10	3.10	13	3.31	13	3.31	13	3.38	12	3.08	12	3.42
Pre-Assessment to inform instructional design	10	3.20	13	3.25	13	3.31	13	3.46	12	3.25	12	3.58
Both formative and summative assessment measures continuously monitor student progress	10	3.20	13	3.17	13	3.23	13	3.46	12	3.27	12	3.42
Adaptations based on students' individual needs	10	2.90	13	3.23	13	3.23	13	3.38	12	3.08	12	3.18
Lesson Presentation Cycle	10	3.00	13	3.31	13	3.31	13	3.46	12	3.33	12	3.67
Scaffolded Supports	10	3.10	13	3.23	13	3.15	13	3.38	12	3.33	12	3.58
Accommodations for Diverse Learners	10	3.10	13	3.23	13	3.23	13	3.23	12	3.00	12	3.25
Instructional Decision During Lesson	10	3.10	13	3.30	13	3.23	13	3.46	12	3.17	12	3.17
Interpretation of Data	10	3.10	13	3.13	13	3.38	13	3.46	12	3.33	12	3.45
Analysis of Student Learning	10	3.00	13	3.13	13	3.23	13	3.38	12	3.25	12	3.42
Use of Reflection-PreK-12 Learner	10	3.00	13	3.33	13	3.38	13	3.23	12	3.17	12	3.33

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, and Spring 2022

Yellow highlights are higher rated areas

Orange highlights are lower rated areas

Impact On Student Learning

Music Education

*Disaggregated by program

Term Benchmark	Spring 2020		Spring 2021		Spring 2022	
	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	12	3.45	15	3.53	11	3.45
Knowledge of the School	12	3.60	15	3.53	11	3.55
Knowledge of Students	12	3.73	15	3.67	11	3.55
Knowledge of Contextual Factors and Implications for Instruction and Assessment	12	3.45	15	3.27	11	3.27
Learning and performance expectations	12	3.67	15	3.20	11	3.36
Plan for sharing learning expectations with student using understandable language	12	3.42	15	3.33	11	3.36
Assessing Student Prior Knowledge	12	3.25	15	3.00	11	3.27
Pre-Assessment to inform instructional design	12	3.27	15	3.27	11	3.27
Both formative and summative assessment measures continuously monitor student progress	12	3.33	15	3.13	11	3.27
Adaptations based on students' individual needs	12	3.33	15	3.33	11	3.36
Lesson Presentation Cycle	12	3.45	15	3.47	11	3.27
Scaffolded Supports	12	3.50	15	3.47	11	3.27
Accommodations for Diverse Learners	12	3.33	15	3.47	11	3.27
Instructional Decision During Lesson	12	3.36	15	3.33	11	3.27
Interpretation of Data	12	3.09	15	3.33	11	3.27
Analysis of Student Learning	12	3.09	15	3.27	11	3.27
Use of Reflection-PreK-12 Learner	12	3.30	15	3.33	11	3.27

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Spring 2020, Spring 2021, and Spring 2022

Yellow highlights are higher rated areas

Orange highlights are lower rated areas

Impact On Student Learning

Special Education

*Disaggregated by program

Term Benchmark	Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	16	3.19	10	3.10	34	3.41	14	3.14	19	3.42
Knowledge of the School	16	3.25	10	3.10	34	3.38	14	3.14	19	3.26
Knowledge of Students	16	3.69	10	3.30	34	3.41	14	3.14	19	3.58
Knowledge of Contextual Factors and Implications for Instruction and Assessment	16	3.31	10	3.40	34	3.26	14	3.14	19	3.21
Learning and performance expectations	16	3.38	10	3.30	34	3.30	14	3.14	19	3.21
Plan for sharing learning expectations with student using understandable language	16	3.06	10	3.40	34	3.45	14	3.14	19	3.16
Assessing Student Prior Knowledge	16	3.25	10	3.30	34	3.33	14	3.14	19	3.11
Pre-Assessment to inform instructional design	16	3.06	10	3.40	34	3.27	14	3.14	19	3.11
Both formative and summative assessment measures continuously monitor student progress	16	3.25	10	3.40	34	3.39	14	3.14	19	3.21
Adaptations based on students' individual needs	16	3.38	10	3.40	34	3.39	14	3.14	19	3.16
Lesson Presentation Cycle	16	3.50	10	3.40	34	3.45	14	3.14	19	3.16
Scaffolded Supports	16	3.25	10	3.40	34	3.48	14	3.14	19	3.37
Accommodations for Diverse Learners	16	3.19	10	3.40	34	3.31	14	3.14	19	3.26
Instructional Decision During Lesson	16	3.19	10	3.40	34	3.33	14	3.14	19	3.21
Interpretation of Data	16	3.15	10	3.40	34	3.30	14	3.14	19	3.32
Analysis of Student Learning	16	3.08	10	3.40	34	3.31	14	3.14	19	3.26
Use of Reflection-PreK-12 Learner	16	3.40	10	3.40	34	3.36	14	3.14	19	3.21

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Spring 2020, Fall 2020, Spring 2021, Fall 2021, and Spring 2022

OCE TEU IMPACT ON PREK-12 STUDENT LEARNING RUBRIC

General Information

Custom Form

Preview

IMPACT ON STUDENT LEARNING
GRADING RUBRIC

Name of Candidate:

Course:

Semester:

School:

Grade Level:

Topic of Unit:

1. Contextual Factors

	Exceptional	Proficient	Emerging	Undeveloped	Score
1.a Knowledge of the Community	<div><div></div>4</div>	<div><div></div>3</div>	<div><div></div>2</div>	<div><div></div>1</div>	<div>Score</div>
InTASC 2(k)	Candidate explanation of community demographic, including population, socioeconomic, and cultural depictions of the community and how these affect	Candidate explanation includes a complete description of the community demographic, including population, socioeconomic, and cultural	Candidate explanation includes a partial description of the community demographic. One or more of the following are missing or	Candidate explanation does not depict a thorough knowledge of the community	
<input type="checkbox"/> NA					
Skip Navigation					

learning. The explanation includes vast detail with multiple examples within each area.

depictions of the community and how these affect learning

socioeconomic, and cultural depictions of the community and how these affect learning

1.b. Knowledge of the School

☐ 4

☐ 3

☐ 2

☐ 1

Score

InTASC 10(l)

☐ NA

Candidate explanation of the schools includes a description of the school demographics, including the population, SES and ethnicity of the school's population and how these may affect student learning. The explanation includes vast details with multiple examples within each area

Candidate explanation includes a complete description of the school demographics, including the population, SES and ethnicity of the school's population and how these may affect student learning

Candidate explanation includes a partial description of the school demographic. One or more of the following are missing: population, SES and ethnicity of the school's population and how these may affect student learning

Candidate explanation does not depict a thorough knowledge of the school

1.c. Knowledge of Students

☐ 4

☐ 3

☐ 2

☐ 1

Score

InTASC 2(j)

☐ NA

Candidate explanation of at least 3 or more students and their characteristics that may affect student learning and the explanation

Candidate explanation of at least 3 or more students and their characteristics that may affect student learning.

Candidate explanation of at least 3 or more students and their characteristics is missing information on

Candidate has an incomplete explanation of student characteristics and how they may affect student learning

Skip Navigation

includes
examples of how
the
characteristics
affect student
learning.

characteristics
may affect
student learning.

1.d Knowledge of Contextual Factors and Implications for Instruction and Assessment.	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
InTASC 10(m) <input type="checkbox"/> NA	Candidate can use information from a wide range of contextual factors above and their implications for instruction. Assessments are based on individual student differences and community, school, and classroom characteristics are explained. Specific examples of the implications for instruction and assessment are presented	Candidate can use information from contextual factors above and their implications for instruction. Assessments are based on individual differences and school, and classroom characteristics are explained	Candidate can identify some information from contextual factors above and their implications for instruction. Some assessments are based on individual student differences and community, school, and classroom characteristics are explained	Candidate misidentifies information from contextual factors above and their implications for instruction. Assessments are not based on individual student differences. Community, school, and classroom characteristics are incomplete	
					Rubric Score:
					Rubric Mean:

2. Clear Learning and Performance Expectations (Goals/Object

	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
2.a Learning and performance expectations InTASC 7(a) <input type="checkbox"/> NA	Learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning. Specific examples of each of these areas are presented	Learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.	Some learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.	Learning and performance expectations (Goals/Obj) are not based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.	
2.b Plan for sharing learning expectations with student using understandable language. InTASC 3(k) <input type="checkbox"/> NA	Planning indicates a clear plan for sharing learning expectations with students using understandable language. Expectations are demonstrated in multiple ways including using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations	Planning indicates a clear plan for sharing learning expectations with students using understandable language. Expectations may be demonstrated through using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations	Plan for sharing learning expectations with students is unclear and uses language that is vague. Expectations are not demonstrated thoroughly through using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations	Planning does not indicate a plan for sharing learning expectations with students using understandable language.	

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ubric Score:

Rubric Mean:

3. Assessment

	Exceptional	Proficient	Emerging	Undeveloped	Score
3.a Assessing Student Prior Knowledge	○ 4	○ 3	○ 2	○ 1	Score
InTASC 4(d) <input type="checkbox"/> NA	Planning documents include pre-assessments to determine prior student knowledge related to learning expectations. Multiple examples are included.	Planning documents include pre-assessments to determine prior student knowledge related to learning expectations.	Planning documents include some pre-assessments to determine prior student knowledge related to learning expectations.	Planning documents do not include pre-assessments to determine prior student knowledge related to learning expectations.	
3.b Pre-Assessment to inform instructional design	○ 4	○ 3	○ 2	○ 1	Score
InTASC 4(e) InTASC 7(d) <input type="checkbox"/> NA	Plan includes the use of pre-assessment data to inform instructional design to meet student needs. Multiple examples are included.	Plan includes the use of pre-assessment data to inform instructional design to meet student needs	Plan includes the use of pre-assessment data but does not thoroughly use this information to inform instructional design to meet student needs	Plan does not include the use of pre-assessment data to inform instructional design to meet student needs	
3.c Both formative and summative assessment measures continuously monitor student progress	○ 4	○ 3	○ 2	○ 1	Score
InTASC 6(j) <input type="checkbox"/> NA	Multiple and varied plans for the use of both formative and summative assessment measures to continuously monitor student	Plans for the use of both formative and summative assessment measures to continuously monitor student progress.	Plans for the use of both formative and summative assessment measures to continuously	The candidate did not plan for the use of both formative and summative assessment measures to	

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progress are used. Includes a monitoring system.

Includes a monitoring system.

incomplete and/or do not include a monitoring system

continuously monitor student progress

3.d Adaptations based on students' individual needs

InTASC 6(g)

☐ NA

☐ 4

Multiple and varied adaptations have been made for the majority of assessments to meet the needs of individual students.

☐ 3

Adaptations have been made for the majority of assessments to meet the needs of individual students.

☐ 2

Adaptations have been made for some of assessments to meet the needs of individual students.

☐ 1

Adaptations have not been made for the majority of assessments to meet the needs of individual students.

Score

Rubric Score:

Rubric Mean:

4. Instructional Plan

	Exceptional	Proficient	Emerging	Undeveloped	Score
4.a Lesson Presentation Cycle	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
InTASC 7(a).	Lesson provides multiple and varied evidence of all	Lesson provides evidence of all components of the designated instructional sequence including procedures and transitions.	Lesson provides evidence of some components of the designated instructional sequence but is missing one or more procedures	Lesson reflects an incomplete instructional sequence and is missing procedures and transitions	
InTASC 7(c).	components of the designated instructional sequence including alternate				
<input type="checkbox"/> NA					

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activities and has
planned for
procedures and
transitions

	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
4.b Scaffolded Supports					
InTASC 7(k)					
InTASC 7(l)					
<input type="checkbox"/> NA	Multiple and varied scaffolded supports are identified and utilized to promote active learning, allow for variation in learning activities, and reflect discipline specific practices.	Use of one or more scaffolded supports are identified and utilized to promote active learning, allow for variation in learning activities, and reflect discipline specific practices.	Scaffolded supports are identified and utilized but do not fully support active learning, allow for enough variation in learning activities, or reflect discipline specific practices	Scaffolded supports are missing which hinders active learning, minimizes variation in learning activities, and negates discipline specific practices	
4.c. Accommodations for Diverse Learners					
InTASC 7(e)					
<input type="checkbox"/> NA	A preponderance of instructional strategies and assessment are used to address the needs of diverse learners. Possible accommodations for individual student needs are identified.	A variety of instructional strategies and assessments are used to address the needs of diverse learners. Possible accommodations for individual student needs are identified, when appropriate	Some instructional strategies and assessments are used to address the needs of diverse learners. Accommodations for individual student needs are identified but not implemented	The instructional strategies and assessments do not address the needs of all diverse learners. Possible accommodations for individual student's needs are not identified when needed.	

Rubric Score:

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Rubric Mean:

5. Instructional Decision Making

	Exceptional	Proficient	Emerging	Undeveloped	Score
5.a Instructional Decision During Lesson	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
InTASC 7(I)	Multiple and varied	Instructional decisions and modifications are made and are based on on-going formative assessment	Instructional decisions and modifications are made but are not based on on-going formative assessment	Instructional decisions and modifications are not made based on on-going formative assessment	
<input type="checkbox"/> NA	Instructional decisions and modifications are made and are based on on-going formative assessment				

Rubric Score:

Rubric Mean:

6. Analysis of Student Learning

	Exceptional	Proficient	Emerging	Undeveloped	Score
6.a Interpretation of Data	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
InTASC 6(c)	Narrative interpretation is accurate, and conclusions are supported by the data. Multiple examples are cited.	Narrative interpretation is accurate, and conclusions are supported by the data	Narrative interpretation is accurate but conclusions are not supported by the data	Narrative interpretation inaccurate, and conclusions are not supported by the data	
<input type="checkbox"/> NA					

<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
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6.b Analysis of Student Learning	Analysis of student learning includes multiple and varied evidence of individual student learning as related to meeting lesson objectives	Analysis of student learning includes evidence of individual student learning as related to meeting lesson objectives	Analysis of student learning includes some evidence of individual student learning as related to meeting lesson objectives	Analysis of student learning includes no evidence of individual student learning as related to meeting lesson objectives
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InTASC 9(c)
☐ NA

Rubric Score:

Rubric Mean:

7. Self-Reflection

	Exceptional	Proficient	Emerging	Undeveloped	Score
7.a Use of Reflection-PreK-12 Learner	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
InTASC 9(g)	A reflection is included, with a plethora of examples, after each lesson that discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty and any needed changes to the next lesson are described	A reflection is included after each lesson that discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty, and any needed changes to the next lesson are described	A reflection is included after each lesson but minimally discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty and any needed changes to the next lesson are described	A reflection is included after each lesson but does not thoroughly discuss how students responded to the lesson, explicitly identifies and reflects on students who had difficulty and any needed changes to the next lesson are described	

InTASC 9(l)
☐ NA

Rubric Score:

Rubric Mean:

Skip Navigation

Comments:

GRADE

Total Score:

Total Mean:

0.0

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