

# 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
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## 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.

# Impact On Student Learning

## Aggregated: All Responses for All Programs

Term Benchmark	Fall 2018		Spring 2019		Fall 2019		Spring 2020	
	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	35	3.15	95	3.21	59	3.02	89	3.25
Knowledge of the School	35	3.18	95	3.12	59	2.95	89	3.23
Knowledge of Students	35	3.36	95	3.27	59	3.25	89	3.46
Knowledge of Contextual Factors and Implications for Instruction and Assessment	35	3.00	95	2.99	59	2.81	89	3.13
Learning and performance expectations	35	3.15	95	3.18	59	3.02	89	3.29
Plan for sharing learning expectations with student using understandable language	35	3.12	95	3.14	59	3.03	89	3.16
Assessing Student Prior Knowledge	35	3.24	95	3.06	59	2.90	89	3.17
Pre-Assessment to inform instructional design	35	3.15	95	3.01	59	2.90	89	3.06
Both formative and summative assessment measures continuously monitor student progress	35	3.39	95	3.09	59	2.92	89	3.17
Adaptations based on students' individual needs	35	2.94	95	2.96	59	2.64	89	3.10
Lesson Presentation Cycle	35	3.12	95	3.14	59	2.97	89	3.31
Scaffolded Supports	35	3.27	95	3.13	59	2.97	89	3.27
Accommodations for Diverse Learners	35	3.12	95	3.05	59	2.83	89	3.09
Instructional Decision During Lesson	35	3.27	95	3.15	59	3.02	89	3.18
Interpretation of Data	35	3.12	95	3.01	59	3.02	89	3.13
Analysis of Student Learning	35	3.06	95	2.96	59	2.93	89	3.09
Use of Reflection-PreK-12 Learner	35	3.10	95	2.95	59	3.07	89	3.27

# Impact On Student Learning : \*Disaggregated by Program

## Art Education

Term Benchmark	Fall 2019		Spring 2020	
	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	12	3.00	10	3.00
Knowledge of the School	12	2.83	10	2.80
Knowledge of Students	12	3.08	10	3.00
Knowledge of Contextual Factors and Implications for Instruction and Assessment	12	2.58	10	2.70
Learning and performance expectations	12	3.08	10	2.80
Plan for sharing learning expectations with student using understandable language	12	3.17	10	2.90
Assessing Student Prior Knowledge	12	3.08	10	3.00
Pre-Assessment to inform instructional design	12	2.75	10	2.70
Both formative and summative assessment measures continuously monitor student progress	12	3.08	10	2.70
Adaptations based on students' individual needs	12	2.42	10	2.50
Lesson Presentation Cycle	12	3.00	10	2.90
Scaffolded Supports	12	3.17	10	3.20
Accommodations for Diverse Learners	12	2.67	10	2.60
Instructional Decision During Lesson	12	3.00	10	3.00
Interpretation of Data	12	3.18	10	2.71
Analysis of Student Learning	12	2.67	10	2.88
Use of Reflection-PreK-12 Learner	12	3.08	10	2.78

\*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2018, Spring 2019, Fall 2019, Spring 2020.

# Impact On Student Learning : \*Disaggregated by Program

## Early Childhood Prof Educ

Term Benchmark	Fall 2018		Spring 2020	
	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	10	3.10	14	3.36
Knowledge of the School	10	3.20	14	3.50
Knowledge of Students	10	3.33	14	3.46
Knowledge of Contextual Factors and Implications for Instruction and Assessment	10	3.00	14	3.15
Learning and performance expectations	10	3.22	14	3.29
Plan for sharing learning expectations with student using understandable language	10	3.25	14	3.21
Assessing Student Prior Knowledge	10	3.13	14	3.14
Pre-Assessment to inform instructional design	10	3.38	14	3.08
Both formative and summative assessment measures continuously monitor student progress	10	3.75	14	3.31
Adaptations based on students' individual needs	10	3.38	14	3.36
Lesson Presentation Cycle	10	3.25	14	3.29
Scaffolded Supports	10	3.13	14	3.36
Accommodations for Diverse Learners	10	3.25	14	3.29
Instructional Decision During Lesson	10	3.50	14	3.08
Interpretation of Data	10	3.38	14	3.27
Analysis of Student Learning	10	3.43	14	3.18
Use of Reflection-PreK-12 Learner	10	3.29	14	3.42

\*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2018, Spring 2019, Fall 2019, Spring 2020.

# Impact On Student Learning : \*Disaggregated by Program

## Elementary Professional Educ

Term Benchmark	Spring 2019		Spring 2020	
	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	19	3.05	15	3.36
Knowledge of the School	19	3.05	15	3.36
Knowledge of Students	19	3.42	15	3.46
Knowledge of Contextual Factors and Implications for Instruction and Assessment	19	2.89	15	3.29
Learning and performance expectations	19	3.11	15	3.47
Plan for sharing learning expectations with student using understandable language	19	3.11	15	3.33
Assessing Student Prior Knowledge	19	3.17	15	3.33
Pre-Assessment to inform instructional design	19	2.89	15	3.29
Both formative and summative assessment measures continuously monitor student progress	19	3.18	15	3.21
Adaptations based on students' individual needs	19	2.88	15	3.20
Lesson Presentation Cycle	19	3.11	15	3.33
Scaffolded Supports	19	3.22	15	3.27
Accommodations for Diverse Learners	19	2.89	15	3.27
Instructional Decision During Lesson	19	3.11	15	3.27
Interpretation of Data	19	2.89	15	3.11
Analysis of Student Learning	19	2.94	15	3.11
Use of Reflection-PreK-12 Learner	19	3.06	15	3.31

\*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2018, Spring 2019, Fall 2019, Spring 2020.

# Impact On Student Learning : \*Disaggregated by Program

## Music Ed: Choral and Instrumental

Term Benchmark	Spring 2019		Spring 2020	
	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	14	3.43	12	3.45
Knowledge of the School	14	3.50	12	3.60
Knowledge of Students	14	3.57	12	3.73
Knowledge of Contextual Factors and Implications for Instruction and Assessment	14	3.43	12	3.45
Learning and performance expectations	14	3.21	12	3.67
Plan for sharing learning expectations with student using understandable language	14	3.36	12	3.42
Assessing Student Prior Knowledge	14	2.86	12	3.25
Pre-Assessment to inform instructional design	14	3.07	12	3.27
Both formative and summative assessment measures continuously monitor student progress	14	3.00	12	3.33
Adaptations based on students' individual needs	14	3.21	12	3.33
Lesson Presentation Cycle	14	3.36	12	3.45
Scaffolded Supports	14	3.14	12	3.50
Accommodations for Diverse Learners	14	3.23	12	3.33
Instructional Decision During Lesson	14	3.23	12	3.36
Interpretation of Data	14	3.15	12	3.09
Analysis of Student Learning	14	3.21	12	3.09
Use of Reflection-PreK-12 Learner	14	3.29	12	3.30

\*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2018, Spring 2019, Fall 2019, Spring 2020.

# Impact On Student Learning : \*Disaggregated by Program

## Spec Ed & Elem Ed:LD & EI K-12

Term Benchmark	Spring 2019		Spring 2020	
	Student N	Mean Score	Student N	Mean Score
Knowledge of the Community	28	3.14	15	3.20
Knowledge of the School	28	3.07	15	3.27
Knowledge of Students	28	2.86	15	3.73
Knowledge of Contextual Factors and Implications for Instruction and Assessment	28	3.04	15	3.33
Learning and performance expectations	28	2.96	15	3.40
Plan for sharing learning expectations with student using understandable language	28	2.96	15	3.07
Assessing Student Prior Knowledge	28	2.89	15	3.27
Pre-Assessment to inform instructional design	28	2.89	15	3.07
Both formative and summative assessment measures continuously monitor student progress	28	2.93	15	3.27
Adaptations based on students' individual needs	28	2.93	15	3.40
Lesson Presentation Cycle	28	2.96	15	3.53
Scaffolded Supports	28	2.93	15	3.27
Accommodations for Diverse Learners	28	3.00	15	3.20
Instructional Decision During Lesson	28	2.96	15	3.20
Interpretation of Data	28	2.89	15	3.17
Analysis of Student Learning	28	2.92	15	3.08
Use of Reflection-PreK-12 Learner	28	2.86	15	3.43

\*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2018, Spring 2019, Fall 2019, Spring 2020.



## 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	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	Score
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					

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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

InTASC 10(l)  
 NA

4  
 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

3  
 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

2  
 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

1  
 Candidate explanation does not depict a thorough knowledge of the school

Score

1.c. Knowledge of Students

InTASC 2(j)  
 NA

4  
 Candidate explanation of at least 3 or more students and their characteristics that may affect student learning and the explanation

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

2  
 Candidate explanation of at least 3 or more students and their characteristics is missing information on

1  
 Candidate has an incomplete explanation of student characteristics and how they may affect student learning

Score

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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.

InTASC 10(m)  
 NA

4  
 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

3  
 Candidate can use information from contextual factors above and their implications for instruction. Assessments are based on individual differences and community, school, and classroom characteristics are explained

2  
 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

1  
 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

<i>Score</i>

Rubric Score:

Rubric Mean:

**2. Clear Learning and Performance Expectations (Goals/Object**

**Exceptional**

**Proficient**

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**ndeveloped**

**Score**

2.a Learning and performance expectations	○ 4	○ 3	○ 2	○ 1	Score
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. 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.	<div style="border: 1px solid black; height: 300px; width: 100%;"></div>

2.b Plan for sharing learning expectations with student using understandable language.	○ 4	○ 3	○ 2	○ 1	Score
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 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.	<div style="border: 1px solid black; height: 300px; width: 100%;"></div>

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ubric Score:

Rubric Mean:

**3. Assessment**

	<b>Exceptional</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Undeveloped</b>	<b>Score</b>
3.a Assessing Student Prior Knowledge InTASC 4(d) <input type="checkbox"/> NA	○ 4 <hr/> Planning documents include pre-assessments to determine prior student knowledge related to learning expectations. Multiple examples are included.	○ 3 <hr/> Planning documents include pre-assessments to determine prior student knowledge related to learning expectations.	○ 2 <hr/> Planning documents include some pre-assessments to determine prior student knowledge related to learning expectations.	○ 1 <hr/> Planning documents do not include pre-assessments to determine prior student knowledge related to learning expectations.	Score <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
3.b Pre-Assessment to inform instructional design InTASC 4(e) InTASC 7(d) <input type="checkbox"/> NA	○ 4 <hr/> Plan includes the use of pre-assessment data to inform instructional design to meet student needs. Multiple examples are included.	○ 3 <hr/> Plan includes the use of pre-assessment data to inform instructional design to meet student needs.	○ 2 <hr/> Plan includes the use of pre-assessment data but does not thoroughly use this information to inform instructional design to meet student needs.	○ 1 <hr/> Plan does not include the use of pre-assessment data to inform instructional design to meet student needs.	Score <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
3.c Both formative and summative assessment measures continuously monitor student progress InTASC 6(j) <input type="checkbox"/> NA	○ 4 <hr/> Multiple and varied plans for the use of both formative and summative assessment measures to continuously monitor student	○ 3 <hr/> Plans for the use of both formative and summative assessment measures to continuously monitor student progress.	○ 2 <hr/> Plans for the use of both formative and summative assessment measures to continuously	○ 1 <hr/> The candidate did not plan for the use of both formative and summative assessment measures to	Score <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

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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
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3.d Adaptations based on students' individual needs

InTASC 6(g)  
 NA

○ 4	○ 3	○ 2	○ 1
Multiple and varied adaptations have been made for the majority of assessments to meet the needs of individual students.	Adaptations have been made for the majority of assessments to meet the needs of individual students.	Adaptations have been made for some of assessments to meet the needs of individual students.	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	○ 4	○ 3	○ 2	○ 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

4.b Scaffolded Supports

4

3

2

1

Score

InTASC 7(k)

InTASC 7(l)

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

4

3

2

1

Score

InTASC 7(e)

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**

	<b>Exceptional</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Undeveloped</b>	<b>Score</b>
5.a Instructional Decision During Lesson	○ 4	○ 3	○ 2	○ 1	Score
InTASC 7(l) <input type="checkbox"/> NA	Multiple and varied Instructional decisions and modifications are made and are based on on-going formative assessment	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	

Rubric Score:

Rubric Mean:

**6. Analysis of Student Learning**

	<b>Exceptional</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Undeveloped</b>	<b>Score</b>
6.a Interpretation of Data	○ 4	○ 3	○ 2	○ 1	Score
InTASC 6(c) <input type="checkbox"/> NA	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	

○ 4

○ 3

○ 2

○ 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) InTASC 9(l) <input type="checkbox"/> NA	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	

Rubric Score:

Rubric Mean:

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Comments:

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**GRADE**

**Total Score:**

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**Total Mean:**

0.0

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