

IMPACT ON P-12 LEARNING ASSESSMENT RUBRIC

(1)Does Not Meet (1 pt)	(2)Meets Standard (2 pts)	(3)Meets Standard (3 pts)	(4)Meets Standard (4 pts)	(5)Exceeds Standard (5 pts)
Human Development & Learning (20%) IL-PTS-2 INTASC-2	Candidate does not analyze individual and group performance or consider prior experiences of the learner/group to design instruction that meets learners' needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.		Candidate analyzes individual and group performance and considers prior experiences of the learner/group to design instruction that meets learners' needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.	Candidate analyzes individual and group performance and considers prior experiences of the learner/group to design and modify instruction that meets learners' needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
Diversity (20%) IL-PTS-3 INTASC-3	Candidate does not design instruction appropriate to learner's stages of development, learning styles, strengths and needs. No provisions through varied instruction are observable to meet the needs of individuals, nor the class as a whole.		Candidate designs instruction appropriate to learner's stages of development, learning styles, strengths and needs. Candidate makes appropriate provisions through varied instructional strategies for the class as a whole, and some individual learners.	Candidate designs instruction appropriate to learner's stages of development, learning styles, strengths and needs. Candidate uses this knowledge of each individual, as well as the class as a whole, to make appropriate provisions through varied instructional strategies to meet the needs of all learners.
Planning for Instruction (20%) IL-PTS-4 INTASC-7	Candidate does not establish expectations for student learning. Short-range and long-range goals are not identified or lack an observable scope and sequence. Expectations are inappropriate for most learners.		Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence. Expectations are suitable for most learners.	Candidate consistently establishes expectations for student learning commensurate with the students' ability. Short-range and long-range goals are identified, measurable and demonstrate an observable scope and sequence. Expectations are suitable for all learners.
Planning for Instruction (20%) IL-PTS-4 INTASC-7	Objectives do not reflect important learning or methods of assessment. Goals and objectives are not suitable for the majority of learners.		Objectives reflect important learning or methods of assessment. Some are stated as activities, rather than learning objectives. Methods of assessment are suitable for most learners.	Objectives consistently reflect important learning and methods of assessment. Viable methods of assessment are suitable for learners in the class, including those with disabilities.
Planning for Instruction (20%) IL-PTS-4 INTASC-7	Learning activities, materials, and resources do not support and are not suitable to students' learning styles or instructional goals. They do not follow an organized progression.		Learning activities, materials, and resources support and are suitable for some learning styles and instructional goals. Progression of activities is inconsistent.	Candidate incorporates learning activities, materials, and resources that are suitable to students' learning styles as well as to instructional goals. Scope and sequence (progression) of these activities is usually even/constant.

Impact on P-12 Assessment - Diverse Strategies

	(1)Does Not Meet (1 pt)	(2)Meets Standard (2 pts)	(3)Meets Standard (3 pts)	(4)Meets Standard (4 pts)	(5)Exceeds Standard (5 pts)
Instructional Delivery (14%) IL-CAS-CLA.3 IL-PTS-6 INTASC-4	Instructional strategies and materials used are inconsistent with learning goals and objectives.	Instructional strategies and materials used are consistent with learning goals and objectives.	Instructional strategies and materials used are consistent with learning goals and objectives.	Instructional strategies and materials used are consistent with learning goals and objectives. Strategy and material use was appropriate to learning styles of the learner.	Instructional strategies and materials used are consistent with learning goals and objectives. Strategy and material use was appropriate to learning styles of the learner.
Instructional Delivery (14%) IL-CAS-CLA.3 IL-PTS-6 INTASC-4	Variance in strategy and material use was not present or lacked appropriateness in accommodating learners' academic needs.	Variance in strategy and material use was generally present to accommodate learners' academic needs. Strategy and material selection at times was inappropriate in accommodating learner's academic and behavioral needs.	Variance in strategy and material use was generally present to accommodate learners' academic needs. Strategy and material selection at times was inappropriate in accommodating learner's academic and behavioral needs.	Variance in strategy and material use was consistently present and appropriate in accommodating learners' academic and behavioral needs.	Variance in strategy and material use was consistently present and appropriate in accommodating learners' academic and behavioral needs.
Instructional Delivery (14%) IL-CAS-CLA.3 IL-PTS-6 INTASC-4	Modifications to strategy and material implementation are not made. Positive impact on learning is not observable.	Modifications to strategy and material implementation are implemented based upon learners' responses and have a positive impact on the learning of the class as a whole.	Modifications to strategy and material implementation are implemented based upon learners' responses and have a positive impact on the learning of the class as a whole.	Modifications to strategy and material implementation are implemented based upon learners' responses. Modifications have a positive impact on the individual learner as well as the class as a whole.	Modifications to strategy and material implementation are implemented based upon learners' responses. Modifications have a positive impact on the individual learner as well as the class as a whole.
Assessment (14%) IL-CAS-CLA.3 IL-PTS-8 INTASC-8	Assessment criteria/standards are not developed. Content and methods of assessment lack congruence with instructional objectives and are inappropriate to developmental level of learners.	Academic criteria/standards for assessment have been developed. Instructional goals and objectives are not consistently assessed. Appropriate level of development not consistently met.	Academic criteria/standards for assessment have been developed. Instructional goals and objectives are not consistently assessed. Appropriate level of development not consistently met.	Candidate keeps accurate and current records of assessment criteria and standards. The instructional goals and objectives are adequately assessed to meet the learners' needs at an appropriate level of development.	Candidate keeps accurate and current records of assessment criteria and standards. The instructional goals and objectives are adequately assessed to meet the learners' needs at an appropriate level of development.
Assessment (14%) IL-PTS-8 INTASC-8	A record keeping system/evaluation procedures for learner performance is not observable.	Candidate includes a record keeping system/evaluation procedures for maintaining accurate records of learner performance on short-range and long-range goals.	Candidate includes a record keeping system/evaluation procedures for maintaining accurate records of learner performance on short-range and long-range goals.	Candidate includes a record keeping system/evaluation procedures for maintaining useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. Additionally, an error analysis of learners' academic and behavioral responses is provided.	Candidate includes a record keeping system/evaluation procedures for maintaining useful and accurate records of learners' academic and behavioral performance on short and long range instructional goals. Additionally, an error analysis of learners' academic and behavioral responses is provided.

Assessment (14%)
IL-CAS-CLA.3
IL-PTS-8
INTASC-8
 Pre-test and post-test data are not collected using objective informal/formal data collection procedures. Data acquired from learners' responses does not align with short and long range instructional goals.

Pre-test and post-test data are collected using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals.

Pre-test and post-test data are collected using objective informal/formal data collection procedures. Data acquired from learners' responses are in alignment with short and long range instructional goals. Data is also collected and analyzed specific to learners' classroom behavior. Based on the data collected, the candidate demonstrates a positive impact on the academic performance and classroom behavior of learners.

Assessment (14%)
IL-CAS-CLA.3
IL-PTS-8
INTASC-8
 Based on the data collected, the candidate does not demonstrate a positive impact on the academic performance of learners.

Based on the data collected, the candidate demonstrates a positive impact on the academic performance of learners.

Impact on P-12 Assessment - Diverse Subject Areas and Levels

(1)Does Not Meet (1 pt)

(2)Meets Standard (2 pts)

(3)Meets Standard (3 pts)

(4)Meets Standard (4 pts)

(5)Exceeds Standard (5 pts)

Reflection and Professional Growth (50%)
IL-PTS-10 INTASC-9
 Does not use classroom observation, information about students, pedagogical knowledge and research as sources of reflection and revision of practice.

Uses classroom observation, information about students, pedagogical knowledge and research as sources of reflection and revision of practice.

Uses classroom observation, information about students, pedagogical knowledge and research as sources of reflection and revision of practice. Candidate also utilizes university supervisors and cooperating public school professionals as sources of reflection.

Reflection and Professional Growth (50%)
IL-PTS-10 INTASC-9
 Candidate can not articulate how his/her choices in instructional planning, implementation, and evaluation impact on student learning. No recommendations for changing candidate behaviors to increase impact student learning are cited.

Candidate can articulate how his/her choices in instructional planning, implementation, impact student learning. Recommendations for changing candidate behaviors to increase impact student learning are cited.

Candidate can articulate how choices in instructional planning, implementation, and evaluation impact student learning. Recommendations for changing candidate behaviors to increase impact student learning are cited and consistently appropriate.

Impact on P-12 - Diverse Societies and Communities

	(1)Does Not Meet (1 pt)	(2)Meets Standard (2 pts)	(3)Meets Standard (3 pts)	(4)Meets Standard (4 pts)	(5)Exceeds Standard (5 pts)
Diversity (50%) IL-PTS-3	Does not use information about students' families, cultures, and communities to connect instruction to students' experiences.		Uses information about students' families, cultures, and communities to connect instruction to students' experiences.		Uses information about students' families, cultures, and communities to connect both assessment and instruction to students' experiences.
Communication (50%) IL-PTS-7	Does not use a variety of communication modes to effectively communicate with learners with diverse learning needs and life experiences.		Inconsistently uses a variety of communication modes to effectively communicate with learners with diverse learning needs and life experiences.		Consistently uses a variety of communication modes to effectively communicate with learners with diverse learning needs and life experiences.

Impact on P-12 Assessment - Diverse Technologies

	(1)Does Not Meet (1 pt)	(2)Meets Standard (2 pts)	(3)Meets Standard (3 pts)	(4)Meets Standard (4 pts)	(5)Exceeds Standard (5 pts)
Personal and Professional Use of Technology (25%) IL-CAS-CTECH.2	Does not use productivity tools for word processing, database management, and spreadsheet applications.		Uses productivity tools for word processing, database management, and spreadsheet applications.		Uses productivity tools for word processing, database management, and spreadsheet applications. Technology is also used to collect data on student learning.
Application of Technology (25%) IL-CAS-CTECH.3	Designs, implements, and assesses student learning activities that integrate computers/technology.		Designs, implements, and assesses student learning activities that integrate computers/technology.		Effectively designs, implements, and assesses student learning activities that integrate computers/technology.
Productivity Tools (25%) IL-CAS-CTECH.5	Does not use technology to analyze, organize and display numeric data.		Effectively uses technology to analyze, organize and display numeric data.		Effectively uses technology to analyze, organize and display numeric data. Narrative data about learners' performance is also reported using technology.
Research, Problem Solving & Product Development (25%) IL-CAS-CTECH.7	Does not use technology to compile, organize, analyze, and synthesize information.		Effectively uses technology to compile, organize, analyze, and synthesize information. Technology is inconsistently used to support these processes.		Uses technology to compile, organize, analyze, and synthesize information. Technology is consistently and appropriately used to support these processes.