Analysis of Student Learning (ASL) Project Rubric

100 points total

Criteria	Accomplished (100)	Proficient (85)	Developing (75)	Not Submitted
Overview of the Assessment Task (15 points total)	The overview of the assessment task includes required elements from the prompt and goes above and beyond in making connections between intended learning and assessment method. Language from the course is used adequately in the description.	The overview of the assessment task includes a discussion of what students were to do, the content being assessed, the grade level and number of students in the work sample. The standards, learning targets, and learning objectives are identified.	A brief description of the task, participants, and/or learning is included.	This component was not submitted.
	15 points	12.75 points	11.25 points	0 points
Visual Representation of Classroom Assessment Data (15 points total)	The graph is technically correct and shows aggregated (whole class) data focused on the intended learning targets for the assessment. The explanation details what the graph shows the reader and why the student chose to graph in such a manner. An explanation of trends and patterns that the graph shows relative to the intended learning for the assessment is included.	The graph may need some further work to be technically correct. The explanation is brief but focuses on what the graph shows in terms of trends and patterns.	A brief or technically incorrect visual representation of student learning is submitted and minimally explained.	This component was not submitted.
	15 points	12.75 points	11.25 points	0 points
Whole Class Patterns of Learning (from edTPA Rubric 11) (20 points total)	Using the graph, the analysis cites specific evidence to demonstrate connections between quantitative and qualitative patterns of learning. A connection back to the standards, learning objectives, and/or learning targets is made clear. The following are fully addressed for the class as a whole: ● Student understanding (what they did well) ● common errors ● confusions	The analysis of the work samples details general patterns of learning for the whole class consistent with the standards, learning objectives, and/or learning targets.	The analysis focuses only on what students did right or wrong.	This component was not submitted.

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	● need for greater challenge (enrichment)			
	20 points	17 points	15 points	0 points
Patterns of Learning for Focus Students (from edTPA Rubric 11) (20 points total)	The analysis uses specific evidence from each focus students' work sample to demonstrate the connections between quantitative and qualitative patterns of learning for each focus student including ● student understanding (what they did well) ● common errors ● confusions ● need for greater challenge (enrichment)	The analysis uses general examples from work samples to demonstrate patterns of learning across the three focus students. Patterns for each focus student are minimally addressed.	The analysis focuses on what students did right or wrong.	This component was not submitted.
	20 points	17 points	15 points	0 points
Providing Feedback to Guide Learning (from edTPA Rubric 12) (20 points total)	Feedback for one or more focus students provides a strategy to address an individual learning need and makes connections to prior learning or experience to improve learning. Feedback is specific and addresses both strengths AND needs related to the standard, learning objectives, or learning targets.	Feedback is specific and addresses both strengths AND needs related to the standard, learning objectives, or learning targets.	Feedback is specific and addresses either needs OR strengths related to the standard, learning objectives or learning targets.	This component was not submitted.
	20 points	17 points	15 points	0 points
Using Assessment to Inform Instruction (from edTPA Rubric 15) (10 points total)	Next steps provide targeted support to individuals AND groups to improve their learning relative to the learning objectives for this task. Next steps are justified with principles from research and/or theory.	Next steps provide targeted support to individuals or groups to improve their learning relative to the learning objectives for this task. Next steps are connected with research and/or theory.	Next steps propose general support that improves student learning related to assessed learning objectives. Next steps are loosely connected with research and/or theory.	
	10 points	8.5 points	7.5 points	0 points