

CBA Rubric for Parts 1-3

Criteria	Accomplished (100)	Proficient (85)	Developing (75)	Not Submitted
Selection of Standard/ Objectives (5 points total)	The selected standard (and objectives if appropriate) is broad and also focuses on higher-level thinking.	A standard is selected that is broad enough for the student to be able to create a summative assessment and a formative assessment.	The teacher candidate selects a standard from their set of curriculum standards.	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points
Classification of Standard and Objectives (5 points total)	The standard and objectives are classified using the level of thinking required (Knowledge, Reasoning, Skill, or Product). A strong rationale is written to justify the classification of the Standard and Objectives.	The standard and objectives are classified using the level of thinking required (Knowledge, Reasoning, Skill, or Product). An adequate rationale is written to justify the classification of the Standard and Objectives.	A brief rationale for the classification of the standards and objectives is provided.	This component was not submitted
	5 points	4.25 points	3.5 points	0 points
Table of Specifications (20 points total)	The Standard and Objectives are <u>fully</u> deconstructed into all of the essential content (aka. learning) that a student would need to master in order to meet the Standard and Objectives. For example, if the Standard or Objectives are classified as Reasoning, content is in the Knowledge and Reasoning column. If the Standard or Objective is classified as a	The Standard and Objectives are <u>adequately</u> deconstructed into all of the essential content (aka. learning) that a student would need to master in order to meet the Standard and Objectives.	The Standard and Objectives are minimally deconstructed. Some extra work is needed to completely deconstruct the standard.	This component was not submitted.

	Skill, content is present in the Knowledge, Reasoning, and Skill columns.			
	20 points	17 points	15 points	0 points
Learning Targets (20 points total)	The content deconstructed in Part 2 forms the framework for the creation of student-friendly Learning Targets. A minimum of 7 student-friendly learning targets that are clearly aligned with the standard/objectives are written, classified, and an assessment method is chosen.	A minimum number of student-friendly Learning Targets are written that align with the standard and objectives selected.	Learning Targets are written that use elevated language and/or need to be simplified and focused.	This component was not submitted.
	20 points	17 points	15 points	0 points

CBA Rubric for Part 4: Formative Assessment

Criteria	Accomplished (100)	Proficient (85)	Developing (75)	Not Submitted
Alignment (5 points total)	The formative assessment is extensive in covering the selected standard and objectives. Components of the formative assessment are clearly aligned to the learning targets and the appropriate type of assessment method is chosen.	The formative assessment is aligned to the standard, objectives, essential content, learning targets, and assessment method for those targets.	The formative assessment created minimally aligns to the foundational work in Parts 1-3.	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points

Formative Assessment Design & Evaluation (15 points total)	The teacher candidate uses the learning targets and essential content to create their formative assessment. The design of the formative assessments will provide clear evidence about student learning related to the target. The formative assessment is carefully designed to elicit quality student responses. There is a detailed plan for how student achievement will be evaluated on the formative assessment. Expected student outcomes for each formative assessment focus on the evidence that students will produce related to the learning target.	The teacher candidate somewhat uses the learning targets and essential content to create their formative assessment. The formative assessment is designed to assess student learning in relation to the learning targets.	The teacher candidate creates a formative assessment.	This component was not submitted.
	15 points	12.75 points	11.25 points	0 points

CBA Rubric for Part 5 *If you create a paper/pencil assessment*

Criteria	Accomplished (100)	Proficient (85)	Developing (75)	Not Submitted
Alignment and Assessment Overview	The Content Based Summative Assessment that is created is extensive in covering the selected standard and objectives. Components of the Content-Based Summative Assessment are clearly aligned	The Summative Content Based Assessment is aligned to the standard, objectives, essential content, learning targets, and assessment method for those targets.	The assessment is minimally aligned to the foundational work in Parts 1-3. The assessment overview contains a	This component was not submitted.

<p>(5 points total)</p>	<p>to the learning targets and the appropriate type of assessment method is chosen.</p> <p>The overview contains thorough background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.</p>	<p>The overview contains adequate background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.</p>	<p>brief description of the assessment and context.</p>	
	<p>5 points</p>	<p>4.25 points</p>	<p>3.5 points</p>	<p>0 points</p>
<p>Assessment Blueprint</p> <p>(5 points total)</p>	<p>The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of 100%. Consideration is given to the amount of content covered on the summative assessment with regard to the weights in the blueprint.</p>	<p>The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of 100%.</p>	<p>The assessment blueprint minimally reflects the intent of the assessment.</p>	<p>This component was not submitted.</p>
	<p>5 points</p>	<p>4.25 points</p>	<p>3.5 points</p>	<p>0 points</p>
<p>Content Based Assessment</p> <p>(20 points total)</p>	<p>Careful consideration has been given to covering both breadth and depth. Selected response and written response items are carefully constructed to align with the content. For each item, the format is selected based on the content. Criteria for scoring items are included (i.e. an Answer Key). Best practice is utilized when designing the summative assessment (see Chappuis text). The assessment</p>	<p>Items are carefully constructed to align with the content. For each item, the format is selected based on the content. Criteria for scoring items are included (i.e. an Answer Key). An appropriate number of items are created.</p>	<p>Items are constructed to align with the content.</p>	<p>This component was not submitted.</p>

	is well designed, neat, and easy to understand.			
	20 points	17 points	15 points	0 points

CBA Rubric for Part 5 *If you create a performance assessment*

Criteria	Accomplished (100)	Proficient (85)	Developing (75)	Not Submitted
Alignment and Assessment Overview (5 points total)	The Performance Summative Assessment that is created is extensive in covering the selected standard and objectives. Components of the Performance Summative Assessment are clearly aligned to the learning targets and the appropriate type of assessment method is chosen. The overview contains thorough background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.	The Summative Content Based Assessment is aligned to the standard, objectives, essential content, learning targets, and assessment method for those targets. The overview contains adequate background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.	The assessment is minimally aligned to the foundational work in Parts 1-3. The assessment overview contains a brief description of the assessment and context.	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points
Assessment Blueprint (5 points total)	The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of 100%. Consideration is given to the amount of content covered on the summative assessment	The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of 100%.	The assessment blueprint minimally reflects the intent of the assessment.	This component was not submitted.

	with regard to the weights in the blueprint..			
	5 points	4.25 points	3.5 points	0 points
Performance Task (10 points total)	For the Performance Assessment, the <i>task</i> is carefully designed to engage the student in an authentic activity and attends to target alignment, authenticity, choice, and appropriate level of scaffolding. One of the models presented in class is used. Best practice is utilized when designing the summative assessment (see Chappuis text). Its is clear to the reader what the student will demonstrate and there is an example of what the teacher should expect (answer key) from each student.	For the Performance Assessment, the <i>task</i> attends to target alignment, authenticity, choice, and appropriate level of scaffolding. Its is clear to the reader what the student will demonstrate.	For the Performance Assessment, the <i>task</i> is designed to engage the student.	This component was not submitted.
	10 points	8.5 points	7.5 points	0 points
Rubric (10 points total)	The <i>rubric</i> is comprehensive and contains clear and precise language that enables the evaluator to assess and distinguish various levels of performance. The rubric point values align to the assessment blueprint.	The <i>rubric</i> enables the evaluator to assess and distinguish various levels of performance.	A rubric is included.	This component was not submitted.
	10 points	8.5 points	7.5 points	0 points

