Form L-3

Evidence of Clinical Practice Impact on Student Learning Rubric

Berry College Graduate Teacher Education

Student Teacher _____ Major _____

Evaluator: _____ Date:_____

Rating ► Indicator ▼	**Not Acceptable 1**	**Acceptable 2**	**Target 3**	**Score**
Description of Activity	Minimal description of teacher or student activity and some events that does not aid in understanding of analysis and reflection.	Enough description of teacher and student activity to determine flow and aid in understanding of analysis and reflection.	Concise, yet rich description of teacher and student activity, and flow of events to support strong analysis and reflection.	
QCC/GPS, national standards and instructional objectives	QCC/GPS or national standards numbers identified. No specific instructional objectives provided.	QCC/GPS or national standards numbers identified. Specific instructional objectives are stated but lack measurable terms.	QCC/GPS and national content standards are written out. Specific instructional objectives stated in measurable terms.	
Pre-condition(s) of Students	Minimal contextual factors and pre-assessment descriptors indicate teacher displays little or irrelevant knowledge of students' skills and prior learning related to standards and objectives.	Contextual factors and pre-assessment descriptors indicate teacher's general knowledge of students' skills and prior learning related to standards and objectives.	Contextual factors and pre-assessment descriptors indicate teacher's general & specific understanding of students' skills and prior learning related to standards and objectives.	
Post-condition(s) of Students	Assessment contains no clear criteria for measuring students' performance relative to standards or instructional objectives.	Assessment criteria are developed and imply linkage to standards and instructional objectives.	Assessment criteria indicators are clear and are explicitly linked to standards and instructional objectives.	
Documentation of Student Learning	Analysis of student learning is not aligned with standards and instructional objectives. Student data is not provided in graphs and tables that are clear and understandable and do not accurately represent the data. No student work samples provided.	Analysis of student learning is partially aligned with standards and instructional objectives. Student data is provided in graphs and tables that are understandable and contain few errors in representation. All student work represents similar level of proficiency.	Analysis of student learning is fully aligned with standards and instructional objectives. Student data is provided in graphs and tables that are easy to understand and contain no errors in representation. Varied example of proficiency represented in samples of student work.	
Reflection	Provides no ideas or inappropriate determination of teaching effectiveness with no relevance to theories of teaching or	Provides ideas though limited determination of teaching effectiveness based on theories of teaching and	Provides sound reasoning to determine teaching effectiveness based on theories of teaching and learning.	

	learning.	learning.		
Strategies for Improvement	Provides no strategies or inappropriate strategies for redesigning learning objectives, instruction, assessment, and does not explain why changes would improve student learning.	Provides strategies for redesigning learning objectives, instruction, or assessment, but offers little rationale for why these changes would improve student learning.	Provides strategies for redesigning learning objectives, instruction, or assessment, and explains why these changes would improve student learning.	
Organization	Writing is disorganized; no evidence of a logical format. Writing contains more than 3 errors in spelling, punctuation and grammar which detract from reader's understanding.	Writing is organized, but format and structure are weak. Writing has no more than 2 errors in spelling, punctuation, and grammar.	Logical organization, using appropriate format and written structure. Completely free from spelling, punctuation and grammatical error.	
			Total Score	

Comments: