

**Evidence of Learning Record Rubric**  
**Charter School of Education and Human Sciences**  
**Berry College**

Student Teacher: \_\_\_\_\_ Major \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Rating ► Indicator ▼</b>	<b>Not Acceptable 1</b>	<b>Acceptable 2</b>	<b>Target 3</b>	<b>Score</b>
<b>Description of Activity</b>	Minimal description of teacher or student activity and some events that do 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.	
<b>CCGPS and/or National Standards</b>	CCGPS or national standards are not identified.	CCGPS or national content standards are identified by number.	CCGPS and national content standards are identified by number and statement.	
<b>Specific Learning Objectives</b>	No specific learning objectives provided or measurable terms are not used.	Specific learning objectives are stated in measurable terms but are not referenced to standard.	Specific learning objectives stated in measurable terms and are referenced to the standard.	
<b>Pre-Condition(s) of Students</b>	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 each student's skills and prior learning related to standards and objectives.	Contextual factors and pre-assessment descriptors indicate teacher's general and specific understanding of each student's skills and prior learning related to standards and objectives.	
<b>Post-Condition(s) of Students</b>	Assessment contains no clear criteria for measuring students' performance relative to standards or instructional objectives.	Assessment criteria are stated and imply linkage to standards and instructional objectives.	Assessment criteria indicators are clear and are explicitly linked to standards and instructional objectives.	
<b>Documentation of Student Learning</b>	Analysis of student learning is not aligned with standards and instructional objectives. Student data are 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 are 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 are 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.	

<b>Reflection and Strategies for Improvement</b>	Provides no ideas or inappropriate determination of teaching effectiveness with no relevance to theories of teaching or learning. Provides no strategies or inappropriate strategies for redesigning learning objectives, instruction, assessment, and does not explain why changes would improve student learning.	Provides ideas though limited determination of teaching effectiveness based on theories of teaching and learning. Provides strategies for redesigning learning objectives, instruction, or assessment, but offers little rationale for why these changes would improve student learning.	Provides sound reasoning to determine teaching effectiveness based on theories of teaching and learning. Provides strategies for redesigning learning objectives, instruction, or assessment, and explains why these changes would improve student learning.	
<b>Organization</b>	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.	
<b>Professionalism</b>	Not received on due date 0		Received on due date 1	
<b>Total Score</b>				/25

\_\_\_\_\_ %

**Comments:**