

**MSU BILLINGS COLLEGE OF EDUCATION
EVIDENCE OF PROFESSIONAL GROWTH
ASSESSMENT RUBRIC**

Candidate		Semester & Year	
Candidate ID#		Grade Level(s)	
Major		School	
Evaluator: Print Name & Date			
EPG	<i>First</i>	<i>Second</i>	<i>Third</i>

A minimum rating of “3” on all indicators is satisfactory. On the fourth EPG, a rating of a 1 or a 2 on any indicator requires that an additional Evidence of Professional Growth (EPG) be completed and teaching performance observed.

Clarity/Accuracy of Presentation and Professional Writing:

- **INTASC STANDARD 1 Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.
- **INTASC STANDARD 6 Communication & Technology:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is organized, but development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons and details	Presentation is clear and accurate and shows some understanding of the implications of the data for instruction	Presentation is clear and accurate and shows understanding of the implications of the data for instruction	Presentation shows insight into assessment-teaching cycle; implications of the data are clearly and accurately explained	
Quality of Professional Writing	Presentation contains several errors in writing mechanics, diction or sentence structure; and/ or presentation is not developed logically	Presentation is organized, but has errors in writing mechanics; diction; or sentence structure; and/or lacks logical development	Presentation is organized, and nearly free of mechanical errors; evidence of logical sequencing and development of ideas are apparent but obvious rather than analytical	Presentation is free of mechanical errors; the writing communicates logically and correctly; ideas are supported by pertinent examples from the data; logical transitions between ideas are present	Presentation is free of mechanical errors; most ideas are fully elaborated; there is a clear focus on data interpretation and its implications for effective teaching	

Analysis of Student Learning:

- **INTASC Standard 4 Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.
- **INTASC Standard 8 Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
Learning Objectives Identified	Fails to provide a clear learning objective, and/or fails to indicate expectations for mastery	Provides a learning objective but the objective is either not aligned to curriculum standards, not measurable, or does not clearly indicate expectations for mastery	Provides a learning objective and shows connection either to standards/curriculum or to expectations for mastery	Provides a measurable learning objective that is aligned to appropriate standards and/or curriculum scope and sequence; indicates expectations for mastery	Provides a clearly written, measurable learning objective; shows how the learning objective relates both to standards and to curriculum; indicates expectations for mastery and provides a rationale for these expectations	
Assessment System Includes Baseline, Formative and Summative Assessments	Does not show evidence of a comprehensive assessment plan, including baseline, formative, and summative assessments	Has an assessment plan, but in some way the plan is not fully described or developed; aspects of a complete system are missing or not implemented	Has a complete assessment plan and implements some, but not all components of the plan	Develops and utilizes a complete assessment plan, including baseline, formative and summative components	Develops and implements a complete assessment plan designed to assess the level of mastery of the learning objective by the students receiving instruction	
Data Is Collected Systematically	Fails to collect data OR collects data, but does not do so in a meaningful or systematic way	Collects some, but not all types of basic data for analyzing learning	Collects data related to the assessment plan, but data are not collected on all aspects of the plan or some of the data collected is not meaningful	Collects meaningful data, including baseline, formative and assessment data	Collects data in a well organized, systematic manner and uses data to adjust instruction	
Lesson Activities Align with Learning Objectives	Fails to align learning activities to learning objectives	Aligns some, but not all learning activities to the learning objective	Makes partial connections with learning objectives, but fails to provide a comprehensive profile of student learning relative to the whole class, subgroups, OR individual students	Makes connections between learning objectives and learning activities; provides a profile of student learning for the whole class, subgroups, AND individual students	Makes connections between learning objectives and learning activities; provides a comprehensive profile of student learning for the whole class, subgroups, AND individual students	
Interpretation of Data	Fails to analyze or interpret data accurately	Interprets data but has some difficulty drawing reasonable conclusions or determining how to use the data for decision-making	Interprets data in a technically accurate way, but conclusions are missing or not fully supported by data	Interprets data meaningfully and draws appropriate conclusions based on the data	Interprets data meaningfully, draws conclusions based on the data, and uses data to make appropriate instructional decisions	
Evidence of Impact on Student Learning	Fails to show credible evidence of student progress toward mastery of the learning objectives	Analyzes student learning, but includes incomplete evidence of impact on student learning; provides limited evidence of student progress toward mastery of learning objectives	Analyzes student learning and provides some credible evidence of impact on student learning OR provides some evidence of student progress toward mastery of learning objectives	Analyzes student learning by showing evidence of the impact on student learning in terms of individual progress toward mastery of the learning objectives	Analyzes student learning and clearly communicates student learning in terms of individual progress toward mastery of the learning objectives	

Reflection and Self-Evaluation:

- **INTASC STANDARD 2 Student Development:** The teacher understands how children learn and develop, and can provide learning opportunities that support ...intellectual, social, and personal development.
- **INTASC STANDARD 3 Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.
- **INTASC STANDARD 5 Motivation & Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **INTASC STANDARD 7 Planning:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **INTASC STANDARD 9 Reflective Practice & Professional Development:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.

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Interpretation of Student Learning	Shows little or no evidence of self-reflection when analyzing the impact of instruction on student performance	Provides evidence of self-reflection concerning impact on student learning, but the reflection shows simplistic, superficial reasons or hypotheses to support conclusions drawn	Provides evidence of self-reflection showing some credible conclusions concerning the impact of instruction on student learning; conclusions are at least partially supported by data	Uses evidence to support conclusions drawn concerning the impact of instruction on learning; explores multiple hypotheses for why students did or did not master the learning objective	Paints a comprehensive picture of how instruction affected student learning; analyzes in some depth reasons why students did or did not attain mastery of the learning objective	
Insights on Effective Instruction	Provides no rationale for why some activities were more successful than others in assisting students to master the learning objective	Identifies successful or unsuccessful activities, but does so for simplistic reasons	Identifies some successful or unsuccessful activities based on the performance of the students; explores some reasons for student progress or lack thereof	Identifies successful and unsuccessful activities based on the performance of the students and provides plausible reasons (based on theory or research) for their progress or lack thereof	Analyzes the value of learning activities and determines, on the basis of impact on student learning, ways to improve learning activities to gain better results in the future	
Insights on Effective Assessment	Fails to evaluate the assessments used	Evaluates assessment techniques, but makes limited or superficial suggestions for improving these techniques	Evaluates assessment techniques and makes suggestions for refinement of techniques for future use	Analyzes the format of assessments and their effectiveness in yielding useful data for guiding instruction and motivating students	Analyzes the impact of assessment results on instruction and student progress; considers ways to involve students in assessment of their own performances	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results	Connects learning goals, instruction, and assessment results, but misunderstandings or conceptual gaps are present	Logically connects learning goals, instruction, and assessment results in drawing some conclusions about student learning and effective instruction	Logically connects learning goals, instruction, and assessment results in order to plan more effective instruction	Logically connects learning goals, instruction, and assessment results in order to plan more effective instruction; uses assessment results to differentiate instruction to meet individual needs	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning	Provides some ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning	Redesigns learning goals, instruction based on assessment results; provides credible rationales for data-based decisions	Plans future instruction on the basis of student profiles and assessment of student needs as well as reflection on previous experience	