

**MSU BILLINGS COLLEGE OF EDUCATION
EVIDENCE OF PROFESSIONAL GROWTH (EPG)
ASSESSMENT RUBRIC**

Candidate		Semester & Year	
Candidate ID#		Grade Level(s) Taught	
Placement Content Area		Placement School	
Evaluator Name		Date	
<input type="checkbox"/> Junior Field <input type="checkbox"/> Student Teaching <input type="checkbox"/> Graduate Internship <input type="checkbox"/> Other _____			
EPG	<i>First</i>	<i>Second</i>	<i>Third</i>
	<i>Fourth</i>		

A lower rating of a 1 or a 2 on any performance indicator requires that an additional Evidence of Professional Growth (EPG) be completed and teaching performance observed.

	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
1. Written Work						
Quality of Professional Writing in Terms of Mechanics, Communication of Ideas, and Completeness (Standard 9)	Written work lacks appropriate quality across these measures: Mechanics, Communication of Ideas, and Completeness	Written work illustrates appropriate quality across one of these three measures: Mechanics, Communication of Ideas, and Completeness	Written work illustrates appropriate quality across two of these three measures: Mechanics, Communication of Ideas, and Completeness	Written work illustrates appropriate quality in Mechanics, Communication of Ideas, and Completeness	Written work illustrates professional quality in Mechanics (free of mechanical errors), Communication of Ideas (ideas are logically, correctly, and clearly presented), and Completeness (data and ideas come together in reasonable conclusions)	
2. Identify Contextual Factors						
School and Community Description (Standard 2)	No description of the relevant characteristics of the school and community	Minimal description of the relevant characteristics of the school and community	Partial description of the relevant characteristics of the school and community	Adequate description of the relevant characteristics of the school and community	Comprehensive description of the relevant characteristics of the school and community	
Classroom Description (Standard 2)	No description of the relevant characteristics of the classroom	Minimal description of the relevant characteristics of the classroom	Partial description of the relevant characteristics of the classroom	Adequate description of the relevant characteristics of the classroom	Comprehensive description of the relevant characteristics of the classroom	
Student Description (Standard 2)	No description of the relevant characteristics of the students	Minimal description of the relevant characteristics of the students	Partial description of the relevant characteristics of the students	Adequate description of the relevant characteristics of the students	Comprehensive description of the relevant characteristics of the students	
3. Plan for Instruction: Lesson Plan						
Lesson Objectives Identified (Standard 7)	No lesson objectives provided	Provides lesson objectives but the objectives are not clear and not measureable	Provides clear lesson objectives but are not aligned to curriculum/standards	Provides clear and measurable lesson objectives that are aligned to appropriate curriculum/standards	Provides a comprehensive set of clearly written, measurable lesson objectives that are directly aligned to appropriate curriculum/standards; objectives provide a framework around which the lesson is designed	
Lesson Structure and Procedures (Standard 7)	No recognizable structure; procedures are not clear or fail to meet the needs of the learners	Recognizable structure; procedures are not clearly defined or the design does not meet the needs of the learners	Recognizable structure and procedures; designed to meet the needs of some of the learners	Recognizable structure and procedures; designed to meet the needs of most of the learners	Clearly defined structure and procedures; designed to meet the needs of all learners	

	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
Instructional Materials and Resources (Standard 7)	Materials and resources are not suitable (age or developmentally appropriate) for students; do not support the lesson objectives or engage students in meaningful learning	Few materials and resources are suitable (age or developmentally appropriate) for students; few support the lesson objectives or are designed to engage students in meaningful learning	Some materials and resources are suitable (age or developmentally appropriate) for students; some support the lesson objectives and are designed to engage students in meaningful learning	Most materials and resources are suitable (age or developmentally appropriate) for students; most support the lesson objectives and are designed to engage students in meaningful learning	All materials and resources are suitable (age or developmentally appropriate) for students; all support the lesson objectives and are designed to engage students in meaningful learning; evidence of appropriate use of technology, if applicable	
Potential of Planned Activities to Engage Students in the Lesson Objective Concepts (Standard 1, 3, 5)	Planned activities are not aligned with identified lesson objectives	Planned activities are aligned with lesson objectives but have no potential to engage the students in concepts identified in lesson objectives	Planned activities are aligned with lesson objectives and have the potential to engage the students in lesson concepts at a few points during the lesson	Planned activities are aligned with lesson objectives and have the potential to engage the students in lesson concepts at many points during the lesson	Planned activities are aligned with lesson objectives and have the potential to engage the students in lesson concepts throughout the lesson	

4. Teaching the Lesson: Assessed by Formative Evaluation and Observation (not EPG)

	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
5. Analysis and Assessment Data						
Assessments Align with Lesson Objectives (Standard 6)	No assessments or assessments are not aligned with lesson objectives	Weak alignment between assessments and lesson objectives; not all lesson objectives are assessed	Some alignment between some assessments and lesson objectives; all lesson objectives are assessed	Adequate alignment between assessments and lesson objectives; all lesson objectives are assessed	Assessments and lesson objectives are fully aligned; all lesson objectives are assessed	
Validity of Assessments (Standard 6)	No assessments or assessments do not provide a useful measure of student understanding of lesson concepts	Assessments provide an inconsistent or weak measure of student understanding of lesson concepts	Assessments measure students understanding of lesson concepts, but the assessments are limited in their ability to do so across a broad range of understandings	Assessments measure students understanding of lesson concepts; assessments provide adequate and reasonable data across a broad range of understandings	Assessments are clear, concise, and free of ambiguity that would discourage validity; assessments provide rich student data across a broad range of understandings	
Assessments Include Pre and Post Assessment Data (Standard 6)	There is no evidence of pre and post assessment data	Pre and post assessment data is collected, but does not do so for all students and all lesson objectives	Pre and post assessment data is collected on all students, but data are not collected on all lesson objectives	Pre and post assessment data is collected on all students and all lesson objectives	Pre and post assessment data is collected on individual students and subgroups for all lesson objectives; presents data in a well-organized manner	
Analysis of Data (Standard 6)	Fails to analyze data	Analyzes data but only for some students	Analyzes data for all students but only on some of the lesson objectives	Analyzes data for all students and all lesson objectives	Analyzes data for individual students and subgroups on all lesson objectives; presents analysis in a well-organized and coherent manner; provides conclusions for patterns in the data	

	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
6. Reflection						
Insights on Effective Instruction (Standard 9)	Provides no rationale to explain why lesson activities were successful or unsuccessful	Provides a weak rationale to explain why lesson activities were successful or unsuccessful; rationale is simplistic or underdeveloped	Provides some rationale using student performance to explain why lesson activities were successful or unsuccessful; explores some reasons for student progress or lack thereof	Provides adequate rationale using student performance to explain why lesson activities were successful or unsuccessful; provides examples and explores plausible reasons for student progress or lack thereof	Clearly communicates rationale using student performance to explain why lesson activities were successful or unsuccessful; analyzes the value of activities and determines effective instruction based on individual student and subgroup learning results	
Insights on Effective Assessment (Standard 6)	Fails to evaluate the assessments tools and techniques used	Evaluates assessment tools and techniques; provides no suggestions for improving the assessment tools and techniques	Evaluates assessment tools and techniques in response to student performance; provides limited suggestions for improving the assessment tools and techniques	Analyzes assessment tools and techniques in response to student performance; provides adequate and useful suggestions for improving the assessment tools and techniques	Analyzes assessment tools and techniques in response to student performance; analyzes assessment effectiveness in yielding useful data for guiding instruction; provides valuable suggestions for improving assessment tools and techniques	
Implications for Future Teaching (Standard 9)	Provides no ideas or inappropriate ideas for changing lesson objectives, instruction, and assessment	Provides ideas for changing lesson objectives, instruction, and assessment; provides no rationale why these changes would improve student learning	Provides some ideas for changing lesson objectives, instruction, and assessment; provides some rationale why these changes would improve student learning	Provides adequate ideas for changing lesson objectives and instruction based on assessment results; provides adequate rationale why these changes would improve student learning	Provides specific ideas for changing lesson objectives and instruction to improve student performance based on individual and subgroup assessment results; provides credible rationale based on data why these changes would improve student learning	
Evidence of Impact on Student Learning (Standard 9)	Fails to interpret data for the impact of instruction on student learning	Includes incomplete or superficial interpretation of data for the impact of instruction on student learning	Interprets data in a technically accurate way; conclusions regarding the impact of instruction on student learning are not fully supported	Interprets data in a technically accurate way; conclusions regarding the impact of instruction on student learning are supported	Clearly interprets data in a technically accurate way focusing on individual differences; conclusions regarding the impact of instruction on student learning are fully supported by the data	

- **INTASC Standard #1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **INTASC Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **INTASC Standard #3: Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **INTASC Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **INTASC Standard #5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **INTASC Standard #6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **INTASC Standard #7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **INTASC Standard #8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **INTASC Standard #9: Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.