

Designing a Balanced Assessment Rubric

Note. An overall rating of Proficient (3) is required on this artifact.

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 ADVANCED	SCORE
<u>Standards</u>	Standards are not identified or do not match the grade level or content.	Standards are vaguely identified but few are essential.	Standards identified and match the grade level or content.	Standards are extremely identified and many are essential.	
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.					
<u>Objectives/ Learning Targets</u>	Objectives and targets are not stated or they are stated but none are written using the terms and levels of Bloom's taxonomy or Depth of Knowledge. None of the objectives/targets are measurable.	Objectives and targets are stated but few use the terms and levels of Bloom's taxonomy or Depth of Knowledge. Few of the objectives/targets are measurable.	Objectives and targets are stated and generally use the terms and levels of Bloom's Taxonomy. or Depth of Knowledge The objectives/targets are generally measurable but some are vague.	Objectives and targets are stated and consistently use the terms and levels of Bloom's taxonomy or Depth of Knowledge. All objectives/targets are clearly measurable.	
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<u>Pre- assessment</u>	Assessment is not provided.	Preassessments are described minimally. Assessments does not connect or is out of alignment to the unit's focus standards, objectives, or learning targets Preassessments are not appropriate for grade level. Preassessments do not give instructor information to guide and drive instruction. The purpose, rationale, and justification for the preassessments are missing, vague, or incomplete. There are no answer documents for the preassessments.	Preassessments are adequately described. Assessments generally connect to the unit's focus standards, objectives, or learning targets. Preassessments are generally appropriate for grade level. Preassessments generally measure the prerequisite skills of students but the connection to changing instructional practices is limited in rationale and justification analysis. Some rationale may be present but scope and depth may be limited in the	Preassessments are described in detail and directly connect to the unit's focus standards, objectives, or learning targets. Assessments are appropriate for grade level. Preassessments measure the prerequisite skills of what students need to know and are able to guide and drive instructional practices. There is well developed explanation, rationale, and justification of why the preassessments are given and how the results will be used.	

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			explanation. Answer documents to the preassessments are provided.	Answer documents to the preassessments are provided.	
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<u>Formative interim assessment</u>	Assessment is not provided.	Formative Interim assessment is described minimally in the explanation. Assessment does not connect or is out of alignment to the unit's focus standards, objectives, or learning targets. Assessment is not appropriate for grade level. Formative interim assessment does not give real time data to monitor and adjust instruction. The connection on how the formative assessment will be used to change scope, sequence, grouping, or delivery of instruction is limited. There are not three constructed responses and 10 selected response items. There is no instrument that measures proficiency on the constructed items. Explanation of how the formative assessment will be used is general with limited to vague reflection and explanation.	Formative Interim assessment is described adequately in the explanation. Assessment connects to the unit's focus standards, objectives, or learning targets. Assessment is appropriate for grade level. Formative interim assessments give data but at a limited level to change instructional practices to monitor and adjust instruction in real time. There are three required constructed responses and 10 selected response items. Some of the constructed items are open ended and may not tightly align with learning targets. There is an evaluation tool that measures student proficiency towards learning targets. The tool's proficiency levels are general and sometimes vague and could be more clearly described in detail.	Formative Interim assessment is well described and detailed with scope and depth in the explanation. Assessment tightly connects to the unit's focus standards, objectives, or learning targets. Assessment is appropriate for grade level. Interim formative assessment gives the teacher real time data to monitor and adjust instruction and change instructional practices. Explanation of how the formative assessment will be used is well defined with depth and scope in rational and justification.	

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			Explanation of how the formative assessment will be used is adequate.		
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<u>Summative Assessment</u>	Assessment is not provided.	Summative assessment is described minimally. Assessments do not connect or are out of alignment to the unit's focus standards, objectives, or learning targets. Assessments are not appropriate for grade level. Summative assessment does not measure the learning targets and standards at the student level. Constructed or selected response items are used instead of performance-based or portfolio-based assessments.	Summative assessment is described adequately. Assessment generally connects to the unit's focus standards, objectives, or learning targets. Assessment is appropriate for grade level. Assessment aligns generally with the three learning targets and the standard and engages the students at an acceptable level to demonstrate learning of the targets. Summative assessment measures the learning targets and standards at the student level. The teacher can determine which students know and are able to do each of the three learning targets and to what degree they are individually able to perform on the standard as a whole after the summative assessment has been given and analyzed.	Summative assessment is well described and detailed with scope and depth. Assessment tightly connects and aligns to the unit's focus standards, objectives, or learning targets. Assessment engages students in demonstrating a high level of learning of the targets. Assessment is appropriate for grade level. Summative assessment measures the learning targets and standards at the student level. The teacher can determine which students know and are able to do each of the three learning targets and to what degree they are individually able to perform on the standard as a whole after the summative assessment has been given and analyzed.	
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<u>Summative Evaluation Plan</u>	No evaluation tools are included for the summation assessments.	The proficiency scales and rubrics are described minimally in the tools. The proficiency scales and rubrics do not connect to the unit's focus, standards, objectives, or learning targets. There are less than two criteria being measured and no graduated proficiency scale is used.	The proficiency scales and rubrics are adequately described. The proficiency scales and rubrics are generally connected or aligned to the unit's focus, standards, objectives, or learning targets. There are two or more criterion being measured and a graduated proficiency scale of four or more categories. Each category has descriptors.	The proficiency scales and rubrics are described in detail and fully connect and are aligned to the unit's focus, standards, objectives, or learning targets. There are two or more criterion being measured and a graduated proficiency scale of four or more categories. Each category has clearly defined and explained descriptors.	
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<u>Reflection</u>	The reflection does not address the reflection elements. - Why did you choose this unit and standards? - What portion of this work did you find most challenging? - Evaluate the student benefits in this process relative to your challenges? - How would student results on the interim assessments alter instruction?	The reflection minimally addresses the reflection elements. - Why did you choose this unit and standards? - What portion of this work did you find most challenging? - Evaluate the student benefits in this process relative to your challenges? - How would student results on the interim assessments alter instruction?	The reflection adequately addresses the reflection elements. - Why did you choose this unit and standards? - What portion of this work did you find most challenging? - Evaluate the student benefits in this process relative to your challenges? - How would student results on the interim assessments alter instruction?	The reflection fully addresses the reflection elements. - Why did you choose this unit and standards? - What portion of this work did you find most challenging? - Evaluate the student benefits in this process relative to your challenges? - How would student results on the interim assessments alter instruction?	
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