

# DESIGNING ASSESSMENTS TO MEASURE STUDENT OUTCOMES

## AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION



### WEEK 2 – RUBRICS

#### EXAMPLE RUBRICS

Item on Clinical Observation Instrument	Exceeds Expectation	Meets Expectation (Acceptable)	Developing	Emerging
<p>Candidate engages students in learning tasks requiring communication and collaboration.</p>	<p>Candidate uses a range of questioning strategies to guide students through the application of knowledge;</p> <p>implements problem-based learning task with a small groups;</p> <p>allows students to select ways of demonstrating content mastery;</p> <p>and requires students to articulate solutions.</p>	<p>Candidate uses a range of questioning strategies to guide students through the application of knowledge;</p> <p>implements problem-based learning tasks with small groups;</p> <p>allows students to select ways of demonstrating content mastery;</p> <p>and requires students to articulate solutions.</p>	<p>Candidate uses a limited range of questioning strategies to guide students through the application of knowledge on a task;</p> <p>implements a problem-based learning task with individuals that allows for one solution;</p> <p>students solve problems but do not articulate their answers.</p>	<p>Candidate questions rely on yes or no answers;</p> <p>candidate does not allow time for students to answer;</p> <p>learning experiences are passive with candidate lecturing to students;</p> <p>students complete a work sheet;</p> <p>and students report their answers on the worksheet.</p>

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<p>ISTE Standard 4: Promote and model digital citizenship and responsibility</p> <p>4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.</p>	<p>Candidate uses a range of strategies to facilitate access to digital tools and resources;</p> <p>allows students to create teams, articulate, and implement solutions for issues of digital divide.</p>	<p>Candidate uses a range of strategies to facilitate access to digital tools and resources;</p> <p>allows students to select ways of accessing resources; and requires students to articulate solutions to resource deficits.</p>	<p>Candidate uses limited range of strategies (1 or 2) to guide students through a problem-based learning task that allows for one solution;</p> <p>students solve resource problems but do not articulate or implement their answers.</p>	<p>Candidate strategies focus on lecturing to students about digital divide;</p> <p>students complete a work sheet; and students report their answers on the worksheet.</p>

A traditional word-based rubric with no numerical labels, based on an ISTE Standard published here: <https://www.iste.org/standards/standards/standards-for-teachers>