

Learner Outcomes and Assessments Rubric
Wesley College Department of Education

(Assesses teacher candidates' skill in developing outcomes and related assessments)

Teacher Candidate: _____ Date: _____

Evaluator: _____ Subject: _____

To evaluators: Please use this rubric to evaluate outcomes and assessments. Identify the level of the plan: individual lesson, unit plan, intradisciplinary theme, interdisciplinary theme. Refer to the Learner Outcomes and Assessments Rubric Scoring Guide

**Key to 5 point rubric scale:*

1= no evidence of indicator, needs improvement

2= some evidence of indicator, but needs improvement

3= acceptable evidence of indicator

3.5 = cut score for programs

4= regular evidence of indicator

5= exceptional evidence of indicator

Level of content summary (circle one): individual lesson, unit plan, intradisciplinary theme, interdisciplinary theme.

1. Content of Learner Outcome

A. Outcomes are appropriate for the level of the curriculum (lesson, unit, theme).	1	2	3	4	5
B. Summative outcomes evaluate the critical concepts, principles, or theories of the content summary.	1	2	3	4	5
C. Formative outcomes lead to summative outcomes.	1	2	3	4	5
D. Formative and summative outcomes specify which level of knowledge is evaluated (descriptive, transformative, explanatory, extending).	1	2	3	4	5

Comments:

2. Format of Learner Outcome

A. Outcome statements include "student will" and "measured by" .	1	2	3	4	5
B. Curriculum level is specified (lesson, unit, theme).	1	2	3	4	5
C. Appropriate verbs are chosen to reflect active knowledge construction.	1	2	3	4	5
D. Outcomes are measured by assessments with rubrics and scoring guides.	1	2	3	4	5

Comments:

3. Content of Assessment

A. Assessments encompass essential knowledge of content summary.	1	2	3	4	5
B. Assessments measure knowledge of the concept, principle, or theory rather than a peripheral skill.	1	2	3	4	5
C. Assessments measure different levels of knowledge (descriptive, transformational, explanatory, extending)	1	2	3	4	5
D. Assessments allow for accommodation for students with special needs.					
E. Assessments allow for use of a variety of media for demonstrating knowledge (art, performance, music as well as written and oral language.)					
F. Rubrics and scoring guides logically define levels of knowledge	1	2	3	4	5

Comments:

4. Interpretation of and response to assessments

A. Explanatory statements are generated from authentic analysis of student work	1	2	3	4	5
B. Findings are used to determine a course of action for instruction	1	2	3	4	5

Comments:

Learner Outcomes and Assessment Scoring Guide

	1	2	3	4	5
Content	Statements are not outcomes and solely reflect activities of the lesson or unit; there is no attempt to measure procedural knowledge.	No match between level of curriculum and outcomes; Outcomes may be derived from content summary, but have gaps; level of procedural knowledge is not specified nor connected to declarative knowledge, though attempts have been made to measure it; formative and summative outcomes are linked to activities, not essential concepts.	Outcomes are generally appropriate for the level of the curriculum; Outcomes generally match the knowledge in the content summary; The level of procedural knowledge is unclear or mis-matched to the level of declarative knowledge; formative and summative outcomes show little connectivity, and knowledge coverage of the lesson, unit or theme is incomplete	Concepts, principles or theories are delineated in the outcome(s) and derived from the content summary and are appropriate for the curriculum level; the level of procedural knowledge can be inferred from the outcome; formative and summative outcomes show some connectivity and generally cover the content of the lesson, unit, or theme; classroom ready with some changes	Concepts, principles or theories are clearly delineated in the outcome(s) and derived from the content summary and are appropriate for the curriculum level; The level of procedural knowledge is clearly specified in the outcome(s); multiple formative and summative outcomes show connectivity and completely cover the content of the lesson, unit, or theme; classroom ready
Format	No outcomes written for the unit, lesson, or theme	Outcomes are written, but do not have measurable student products	Outcome refers to measurable student product; curriculum level is specified; assessment and rubrics accompany outcomes; outcome may refer to factual information rather than active knowledge construction	Most formatting indicators are met	All formatting indicators are met
Construction Of Assessments	No rubrics or scoring guides; assessments may be described in general terms but lack indicators or specific measurable student products	Most items measure peripheral skills and not essential knowledge; items are limited to descriptive knowledge assessment; and benchmarked rubrics or scoring guides are general	Items measure some of the essential knowledge Some items may measure peripheral skills rather than essential knowledge; items do not cover the higher knowledge levels, but tend to assess descriptive level (factual knowledge); most benchmarks of the scoring guide are general rather than specific.	Most items demonstrate construct and content validity across all levels of knowledge; and have benchmarked scoring guides specific to content; classroom ready with some modification	All items demonstrate construct and content validity across all levels of knowledge; and have benchmarked scoring guides that are specific to content and classroom ready

Interpretation and response	No student assessment data provided	Interpretations are made without transformations. Inappropriate or no course of action is suggested	Assessments have been scored or charted, most interpretations are based on transformations, some course of action is indicated.	Assessments show reasonable transformation, interpretations are logical and close to data, appropriate course of action is suggested	Transformation, interpretations, and suggested course of action show a seamless progression. Professionally ready assessment process.
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