**Analysis of Student Learning**

**Rubric**

**TWS Standard**

***The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.***

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| **Rating****Indicator** | **1****Indicator Not Met** | **2****Indicator Partially Met** | **3****Indicator Met** | **Score** |
| **Clarity and Accuracy of Presentation** | Presentation is not clear and accurate; it does not accurately reflect the data. | Presentation is understandable and contains few errors. | Presentation is easy to understand and contains no errors of representation. |  |
| **Alignment with Learning Objectives** | Analysis of student learning is not aligned with learning objectives. | Analysis of student learning is partially aligned with learning objectives and/or fails to provide a comprehensive profile of student learning relative to objectives for the whole class, subgroups, and two individuals. | Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals. |  |
| **Interpretation of Data** | Interpretation is inaccurate, and conclusions are missing or unsupported by data. | Interpretation is technically accurate, but conclusions are missing or not fully supported by data. | Interpretation is meaningful, and appropriate conclusions are drawn from the data. |  |
| **Evidence of Impact on Student Learning** | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning objectives. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning objectives. | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning. |  |

**REQUIRED CHARTS AND GRAPHS – See Required Templates and Examples in Blackboard.**

* One table comparing **every** students’ pre- and post- assessment scores on **each** objective and overall unit
* One graph (bar or pie) showing the extent to which your **class** made progress from pre- to post- assessment in your unit.
* One graph (bar or pie) comparing pre- and post-assessments by selected subgroup on the **one** chosen learning objective.