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| **Student Name:** | **Year:** | **Instructor:** |
| **Student ID (800):** | **Semester:** | **Course/Section:** |

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| **Key Assessment 5A: Learning Goals & Pre/Post Assessment Rubric**  **Scoring Sheet** | | | | | | | |
| **CAEP** | **InTASC** | **KTS** | **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| LGA1 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.3**  **1.4** | **1,7** | **2.1** | **LGA 1**  List 2 to 3 learning goals | None of the learning goals are clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum | Only one clear learning goal provided Or one of the 2 to 3 learning goals are not clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content /curriculum. | 2 to 3 learning goals stated as clear, logical learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA2 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **D** | **2,3** | **3.1** | **LGA 2**  Levels of learning goals | Goals do not reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | Goals somewhat reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | Goals reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA3 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.3**  **1.4** | **1,7** | **2.1** | **LGA 3**  Alignment of Learning Goals with standards | Not every learning goal is aligned with local, state or national standards Or content and Bloom’s levels are incorrect. | Each of the learning goals is not correctly and logically aligned with local, state or national standards in content and Bloom’s levels. Some standards are missing or incorrectly aligned with goals. | Each of the learning goals is correctly and logically aligned with local, state or national standards in content and Bloom’s levels. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA4 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.2**  **2.2** | **LGA 4**  Appropriateness of Learning Goals | Justification is missing for two goals Or 2 or more justifications of the required areas in the prompt | Justification is missing for one goal Or 3 or more justifications of the required areas in the prompt | Clear and logical justification in the 4 required areas for learning goal appropriateness: student prior knowledge, student learning needs and/or developmental appropriateness, authentic real world, and other relevant connections. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA5 | | | | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **D** | **2,3** | **3.1** | **LGA 5**  Mastery levels for each Learning Goal | Mastery level is not provided for each goal Or it is not mathematically possible Or indicates level that is too low for student abilities or discipline | Mastery level for each goal may not be mathematically possible or indicates lower expectations for student abilities or discipline | Mastery level for each goal is mathematically possible and indicates high expectations for student abilities or discipline | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA6 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.2** | **6** | **5.1**  **5.3** | **LGA 6**  Pre-post Assessment Blueprint: Learning Goals | All assessment items are not aligned to specific learning goals, correct level of Bloom’s, and content standard. | All assessment items are clearly and appropriately aligned to 2 of the following: specific learning goals, correct level of Bloom’s, and content standard. | All assessment items are clearly and appropriately aligned to specific learning goals, correct level of Bloom’s, and content standard. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA7 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.3**  **1.4** | **1,7** | **2.2** | **LGA 7**  Pre-post Assessment Blueprint: Adaptations | Description of adaptations does not meet the individual needs of students as described in the contextual factors or no description is provided. | Description of adaptations does not clearly meet the individual needs of students as described in the contextual factors or description is incomplete. | Clear, logical description of adaptations that meet the individual needs of students as described in the contextual factors | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA8 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.2** | **6** | **5.1**  **5.3** | **LGA 8**  Pre-post Assessment Blueprint: Modes of Assessment | The pre and post assessment represents only one mode or assessments do not integrate knowledge, skills and/or reasoning ability. | The pre and post assessment duplicates some modes or assessments do not require clear integration of knowledge, skills and/or reasoning ability. | The pre and post assessment includes multiple modes and requires the integration of knowledge, skills and/or reasoning ability. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA9 | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.2** | **6** | **5.1** | **LGA 9**  Pre-post Assessment Blueprint: Scoring Criteria | Scoring procedures are not explained; assessment items or prompts are not written for student understanding; mastery levels are not defined; directions and procedures are not clear to students. Scoring key and/or rubrics are incomplete. | Scoring procedures are not well explained; assessment items or prompts are not clearly written; mastery levels are not clearly defined; directions and procedures are not clear to students. Scoring key and/or rubrics are attached but do not include all required components. | Scoring procedures are explained, assessment items or prompts are clearly written, mastery levels defined, directions and procedures are clear to students. Scoring key and/or rubrics are attached and include all required components. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |