NIET – National Institute for Excellence in Teaching Teaching and Learning Rubric

**Assessment**

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| Planning |
| **Significantly Above Expectations (5)****Exemplary** | **At Expectations (3)****Proficient** | **Significantly Below Expectations (1)****Unsatisfactory** |
| Consistent Evidence of Student-Centered Learning/ Student Ownership of LearningTeacher and Students Facilitates the Learning | Some Evidence of Student-Centered Learning/ Student Ownership of LearningTeacher Facilitates the learning | Minimal Evidence of Student Ownership of LearningHeavy Emphasis on Teacher Direction |
| Assessments:* Are aligned with the depth and rigor of the state standards and content, including curriculum resources.
* Are designed to provide feedback on progress against objectives.
* Use a variety of question types and formats to gauge student learning and problem-solving.
* Measure student performance in more than three ways (e.g., in the form of project, experiment, presentation, essay, short answer, or multiple choice).
* Require extended written tasks, as appropriate.
* Include clear illustrations of student progress toward state content standards, which students monitor, understand, and articulate.
* Include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.
 | Assessments:* Are aligned with the depth and rigor of the state standards and content, including curriculum resources.
* Are designed to provide feedback on progress against objectives.
* Use a variety of question types and formats to gauge student learning and problem-solving.
* Measure student performance in more than two ways (e.g., in the form of project, experiment, presentation, essay, short answer, or multiple choice).
* Require written tasks as appropriate.
* Include performance checks and student reflection on performance throughout the school year.
 | Assessments:* Are sometimes aligned with state content standards, including curriculum resources.
* Are not designed well to provide feedback on progress against objectives.
* Uses few question types to gauge student learning.
* Measure student performance in less than two ways (in the form of project, experiment, presentation, essay, short answer, or multiple choice).
* Include performance checks, although the purpose of the checks is not clear.
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