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 Learning  Teacher and Students Facilitates the Learning | Some Evidence of Student-Centered Learning/ Student Ownership of Learning  Teacher Facilitates the learning | Minimal Evidence of Student Ownership of Learning  Heavy 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. |