

**ELEMENTARY HISTORY-SOCIAL SCIENCE ASSESSMENT TASK RUBRICS
2009-10**

ASSESSMENT		ANALYZING STUDENT WORK FROM AN ASSESSMENT	
EH6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The criteria/rubric and analysis have little connection with the identified standards/objectives. <li style="text-align: center;">OR • Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified standards/objectives. • The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to standards/objectives. • Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • The criteria/rubric and analysis focus on partial understandings as well. • The analysis is clear and detailed.

ASSESSMENT		USING ASSESSMENT TO INFORM TEACHING	
EH7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Next steps are vaguely related to or not aligned with the identified student needs. <li style="text-align: center;">OR • Next steps are not described in sufficient detail to understand them. <li style="text-align: center;">OR • Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through general support that addresses some identified student needs. • Next steps are based on accurate conclusions about student performance on the assessment and are described in sufficient detail to understand them. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified-needs. • Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

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ASSESSMENT		USING FEEDBACK TO PROMOTE STUDENT LEARNING	
EH8: What is the quality of feedback to students?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Feedback is general and provides little guidance for improvement related to learning objectives. OR • The feedback contains significant inaccuracies. 	<ul style="list-style-type: none"> • Timely feedback identifies what was done well and areas for improvement related to specific learning objectives. 	<ul style="list-style-type: none"> • Specific and timely feedback helps the student understand what s/he has done well, and gives suggestions to guide improvement. 	<ul style="list-style-type: none"> • Specific and timely comments are supportive and prompt analysis by the student of his/her own performance. • The feedback shows strong understanding of students as individuals in reference to the content and language objectives they are trying to meet.