

Rubric for the Quick Formative Assessment Micro-credential (Lesson Plan, Video, and Reflection)

Quick Formative Assessments Lesson Plan & Video				
Competency	Absent	Developing	Acceptable	Mastery
Plans multiple quick formative assessments in each lesson.	No opportunity to evaluate.	One formative assessment is included. The assessment takes more than five minutes.	Two or more assessments of less than five minutes are included.	Several assessments provide meaningful student learning data seamlessly within the lesson.
Checks for important lesson understandings.	No opportunity to evaluate.	Assessments are only spuriously related to the learning target.	Assessments relate to the learning target.	Assessments aligned to the learning target.
Ascertains each student's level of understanding.	No opportunity to evaluate.	Reveals whether some students understand.	Reveals how well all students understand.	Allows teacher to diagnose learning levels for all students so remediation can occur, if necessary.
Supplies meaningful feedback to improve learning.	No opportunity to evaluate.	Feedback is primarily positive or negative reinforcement.	Feedback is helpful for learning.	Feedback is timely, specific, and includes specific instruction on how to meet the learning target.
Adjusts instruction so all students learn.	No opportunity to evaluate.	Data has little impact on instruction. Instruction pretty much continues as it otherwise would have.	Aspects of the lesson are reviewed or reinforced for all students based on assessment data.	Teacher introduces alternate reinforcement or review strategies appropriately for individual students or the whole group.

Quick Formative Assessments Reflection Paper				
Competency	Absent	Developing	Acceptable	Mastery
Reflects on the level of student engagement when using quick formative assessments.	No opportunity to evaluate.	The reflection describes using quick formative assessments, but they are not specifically linked to student engagement or the day's lesson. The level of student engagement may be unclear.	The reflection demonstrated an understanding of using quick formative assessments to engage students in the day's lesson. The link between specific assessments and student engagements is unclear and/or the level of student engagement is not specified by number and/or percentage.	The reflection demonstrated a clear understanding of using quick formative assessments to engage students in the day's lesson. The teacher describes the level of student engagement by describing the type of assessment and the corresponding number or percentage of students engaged.
Reflects on the impact on student learning when quick formative assessments are used.	No opportunity to evaluate.	The reflection has a limited description of the impact of quick formative assessments on student learning. Little or no description of how the assessments were used to help improve learning.	The reflection describes student learning when quick formative assessments were used. Examples of appropriate teacher reactions to assessment results and that enhance student learning are described.	The reflection describes in detail the impact on student learning when quick formative assessments were used. Specific examples of learning and corrective feedback and/or lesson adjustments are described.
Reflects on the future changes when planning and using quick formative assessments.	No opportunity to evaluate.	The potential changes for improving the process of using quick formative assessments were somewhat unclear or irrelevant. General suggestions were given for improving the process for both students and teacher. The suggestions could lead to greater mastery of quick formative assessments.	The potential changes for improving the process of using quick formative assessments include suggestions for improving the process for both students and teacher. The suggestions could lead to greater mastery of quick formative assessments along with greater student involvement.	The potential changes for improving the process of using quick formative assessments include clear analysis and synthesis of ideas. Specific suggestions were given for improving the process for both students and teacher. The multiple suggestions could lead to greater mastery of quick formative assessments as well as greater student involvement.
Quality of Writing	No opportunity to evaluate	The conventions and/or structures of writing detract from the meaning of the writer's ideas. Many obvious and/or distracting errors indicate a lack of proofreading.	The conventions and structures of writing allow the reader to understand the points made. There are obvious and/or distracting errors.	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors.