

Student Name _____

EDUC 499 – Student Data Presentation Rubric

Category	Mastery (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)
Context	Provides a thorough, comprehensive description of the classroom context, including all required elements (demographics, subject/grade, unit, special needs, additional factors). Information is detailed, accurate, well-organized, and clearly connected to instructional decisions.	Provides a complete description with most required elements. Information is accurate, adequately organized, and may include some connection to instructional decisions.	Description is incomplete, unclear, or inaccurate in places. Some key elements are missing. Limited connection to instructional implications is discussed.	Description is incomplete, unclear, or inaccurate throughout. Most key elements are missing. Little or no connection to instructional implications.
Assessment Plan	Clearly explains a well-designed assessment plan using multiple formal and informal measures. Includes strong visuals. Rationale is thoughtful and well-aligned to objectives, showing deep understanding of assessment practices.	Describes assessment plan with both formal and informal measures. Visuals are present and clear. Rationale is provided but general or brief.	Overview is incomplete or unclear. May lack formal/informal balance. Visuals are ineffective. Rationale is unclear.	Overview is incomplete, making it unclear. Lacks balance of assessments. Rationale vague or absent.
Class Data	Presents well-organized, accurate data using appropriate visuals (tables, graphs). Interpretation shows strong analytical thinking, identifying clear patterns, strengths, and needs. Insightful explanation of what data reveal about student learning.	Presents data clearly with at least one visual. Interpretation is accurate and provides basic insights into student performance. Some identification of trends.	Data presentation is minimal, or without visuals. The purpose is vague. Interpretation is overly general.	Data presentation is disorganized and without visuals. Interpretation is inaccurate. No trends are identified.
Case Studies	Provides rich, well-supported rationale for student/group selection. Case descriptions are detailed and grounded in formal and informal data. Effective use of visuals. Thorough discussion of trends, interventions, modifications, and data-informed instructional decisions throughout the unit.	Provides clear rationale for selection. Uses relevant data in case descriptions. Visuals are used effectively. Discusses some trends and instructional responses with general evidence of data-driven decisions.	Rationale for selection unclear. Limited data referenced. Visuals are limited. Minimal discussion of instructional adjustments. Limited evidence of data-informed decisions.	Rationale for selection missing. Data referenced is unclear. Visuals are not helpful. No discussion of trends, interventions, or instructional adjustments. Decisions are not based on collected data.
Reflection	Offers thoughtful, insightful discussion of learning about students and self as a teacher. Demonstrates meaningful growth with specific examples and clear implications for future practice.	Provides clear reflection addressing learning about both students and self. Shows some understanding of growth and implications, though somewhat general.	Reflection is overly general. Addresses either students or self. Provides limited insight into growth or future practice.	Reflection minimal or vague. Does not address student or own learning. Provides little insight into growth or future practice.