

**Evidence 5 – Positive Impact on Student Learning – COMPONENT SCORING SHEET**

Candidate \_\_\_\_\_

ID# 800 \_\_\_\_\_

Semester \_\_\_\_\_

Component	Used to show proficiency in meeting NC Teacher Candidate Evaluation Rubric Standard/Descriptor	Ratings			Comments
		<input type="checkbox"/> Not Included	<input type="checkbox"/> Included	<input type="checkbox"/> Accomplished	
Project Overview		<input type="checkbox"/> Not Included	<input type="checkbox"/> Included		
<b>Component 2:</b> Contextual Factors	1.a.2	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished	
<b>Component 3:</b> Project Learning Goal	1.a.1	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished	
<b>Component 4:</b> Assessment Methods Overview	1.a.1	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished	
<b>Component 5:</b> Results of pre-assessment (including collaboration with colleagues)	1.a.2 2.d.1 4.b.1	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished	
<b>Component 6:</b> Implementation of Instruction Table (including 21 <sup>st</sup> century skills, formative assessment results, & technology)	2.d.1 4.a.2 4.h.1 4.h.2 5.a.1	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished	
<b>Component 7:</b> Summary Data of Student Progress	4.h.1 5.a.1	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished	
<b>Component 8:</b> Reflection on Instructional Decision-Making	5.a.1	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished	
Appendix 1 (Lesson plans)		<input type="checkbox"/> Not Included	<input type="checkbox"/> Included		
Grammar and Mechanics		<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient		

Has the candidate received a rating of "Proficient" or higher on all components? Yes \_\_\_\_\_ No\* \_\_\_\_\_

\*If "No" is checked, please indicate which components need to be revised and resubmitted to the University Supervisor:

- |  |  |
|--|--|
| <input type="checkbox"/> Project Overview (Component 1)              | <input type="checkbox"/> Results of Pre-Assessment (Component 5)                   |
| <input type="checkbox"/> Contextual Factors (Component 2)            | <input type="checkbox"/> Implementation of Instruction Table (Component 6)         |
| <input type="checkbox"/> Project Learning Goal (Component 3)         | <input type="checkbox"/> Summary Data of Student Progress (Component 7)            |
| <input type="checkbox"/> Assessment Methods Overview (Component 4)   | <input type="checkbox"/> Reflection on Instructional Decision-Making (Component 8) |
| <input type="checkbox"/> Lesson Plans are not included as Appendix A | <input type="checkbox"/> Grammar and Mechanics are not proficient for submission   |

Due Date for resubmission of components to the University Supervisor: \_\_\_\_\_

***Supervisors: Remember that ALL submissions must be scored and sent back to the candidate in TaskStream for corrections and re-submission. All submissions must be scored in TaskStream.***

- Supervisors will score both the ISL Project Components **and** the NCPT Standards aligned with each component in TaskStream.
- In the case where two or more components serve as descriptors for one standard, candidates **must have all descriptors of the standard rated at the same level to receive the higher rating—components cannot be "split."** For example, on Standard 1.a.1, candidates must be "proficient" on both Components 3 and 4 in order to receive a "proficient" rating. Receiving a "not met" on Component 3 and "proficient" on Component 4 would score a "not met" on Standard 1.a.1.

*(A copy of this scoring sheet is available to the candidate in TaskStream once the supervisor's scores are recorded.)*

UNC Charlotte College of Education – Evidence 5  
Positive Impact on Student Learning  
**Part 2 – scoring the NCPT Standards**

In the case where two or more components serve as descriptors for one standard, candidates **must have all descriptors of the standard rated at the same level to receive the higher rating**—components cannot be “split.” For example, on Standard 1.a.1, candidates must be “proficient” on both Components 3 and 4 in order to receive a “proficient” rating. Receiving a “not met” on Component 3 and “proficient” on Component 4 would score a “not met” on Standard 1.a.1.

Candidate \_\_\_\_\_

ID# 800 \_\_\_\_\_

Semester \_\_\_\_\_

Teacher Candidate Evaluation Rubric Standard:	Evidenced by the following indicators:	Ratings		
<b>1.a.1:</b> Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<b>Component 3:</b> Project Learning Goals <b>Component 4:</b> Assessment Methods Overview	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
<b>1.a.2:</b> Draws on appropriate data to develop classroom and instructional plans.	<b>Component 2:</b> Contextual Factors <b>Component 5:</b> Results of pre-assessment (including collaboration with colleagues)	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
<b>2.d.1:</b> Cooperates with specialists and uses resources to support the special learning needs of all students	<b>Component 5:</b> Results of pre-assessment (including collaboration with colleagues) <b>Component 6:</b> Implementation of Instruction Table (including 21 <sup>st</sup> century skills, formative assessment results, & technology)	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
<b>4.a.2:</b> Assesses and uses resources needed to address strengths and weaknesses of students.	<b>Component 6:</b> Implementation of Instruction Table (including 21 <sup>st</sup> century skills, formative assessment results, & technology)	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
<b>4.b.1:</b> Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	<b>Component 5:</b> Results of pre-assessment (including collaboration with colleagues)	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
<b>4.h.1:</b> Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<b>Component 6:</b> Implementation of Instruction Table (including 21 <sup>st</sup> century skills, formative assessment results, & technology) <b>Component 7:</b> Summary Data of Student Progress	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
<b>4.h.2:</b> Provides evidence that students attain 21st century knowledge, skills and dispositions.	<b>Component 6:</b> Implementation of Instruction Table (including 21 <sup>st</sup> century skills, formative assessment results, & technology)	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished
<b>5.a.1:</b> Uses data to provide ideas about what can be done to improve students' learning.	<b>Component 6:</b> Implementation of Instruction Table (including 21 <sup>st</sup> century skills, formative assessment results, & technology) <b>Component 7:</b> Summary Data of Student Progress <b>Component 8:</b> Reflection on Instructional Decision-Making	<input type="checkbox"/> Not Met	<input type="checkbox"/> Proficient	<input type="checkbox"/> Accomplished

Has the candidate received a rating of “Proficient” or higher on all standards? Yes \_\_\_\_\_ No\* \_\_\_\_\_

\*If “No” is checked, please refer to Part 1 scoring sheet (Scoring the Components) to indicate which components need to be revised and resubmitted to the University Supervisor. Once a “not met” component is resubmitted and rescored, the University Supervisor can rescore the corresponding standards as well.

University Supervisor Signature : \_\_\_\_\_ Date: \_\_\_\_\_

*(A copy of these scores will be available to the student via TaskStream)*