

## TEACHER-MADE ASSESSMENTS WITH FEEDBACK RUBRIC

Teacher: \_\_\_\_\_

Content Area: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

CRITERIA	PERFORMANCE LEVEL			
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)
<b>Construction</b>	<ul style="list-style-type: none"> <li>• Instructions missing/unclear/implicit/not explicit</li> <li>• No regard for overall presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions partially clear</li> <li>• Some errors/typos present</li> <li>• No evidence of student choice</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity in instructions</li> <li>• Presentation mostly appropriate for task</li> <li>• Some evidence of student choice in assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity in instructions</li> <li>• Overall presentation is appropriate to task (neatly constructed, sufficient spacing of tasks)</li> <li>• Evidence of student input or design</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>• Requires computation or skill acquisition only</li> <li>• Contains no elements that promote critical thinking and reasoning</li> <li>• Tasks reflect low level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Primarily skill-based</li> <li>• Some attempts that promote critical thinking and reasoning</li> <li>• Some alignment to curriculum or learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Some elements that promote critical thinking and reasoning are integrated</li> <li>• Aligned to the curriculum and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Elements that promote critical thinking and reasoning are fully integrated</li> <li>• Requires transfer of learning to real world application</li> <li>• Appropriate level of challenge/difficulty</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Feedback missing or incorrect</li> <li>• Unrelated to content</li> <li>• Belittling (ex. What were you thinking?)</li> </ul>	<ul style="list-style-type: none"> <li>• Global and vague comments (ex. Nice job)</li> <li>• Excessively wordy</li> <li>• Actions needed unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies standards/criteria met and not met</li> <li>• Contains specific steps toward improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies standards/criteria met and not met</li> <li>• Contains specific steps toward improvement</li> <li>• Evidence of students monitoring their own progress</li> </ul>

## TEACHER-MADE ASSESSMENTS WITH FEEDBACK

---

In accordance with the requirements of the New Teacher Evaluation System, the State of New Jersey requires teachers to be evaluated in the areas of student input through classroom observation and “other measures of practice.” The Piscataway School District has determined this “other measure of practice” to include teacher-made assessments with feedback to students. This attached rubric has been developed to help teachers understand and meet the outlined criteria.

### INSTRUCTIONS

- Select an assessment in a content area of your choice that you have designed or customized from published resources.
- Select 3 samples from that chosen assessment that contains **your feedback** to the student. These representative samples are to include feedback to a student who performed at a low level, at an average level, and one that performed at a high level. Since these documents are being discussed internally, removing student names is not necessary.
- Submit these documents to your evaluator by **November 15**. By **March 15**, please submit a second assessment **in the same content area** that again contains written feedback to **those same students**. Since this is the minimum requirement, feel free to include ongoing supporting evidence.  
(Semester Course timeline: By **February 28** and **April 15**).