

A Rubric for Big Education and Standardized Testing

(Adapted from Kim Marshall’s Teacher Evaluation Rubrics)

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Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

The decision maker:

a. Knowledge	Is an expert in the field of education and has vast experience working with children in a school setting.	Understands the complexities inherent in the field of education and has a firm grasp of how best to work with children in a school setting.	Is somewhat familiar with the field of education and has some understanding of how children learn.	Has little familiarity with the field of education and limited understanding of how children learn.
b. Assessments	Deftly designs assessments that take into account the <i>academic, social,</i> and <i>emotional</i> needs of the learner. Uses data gathered from assessments to analyze trends and in no way uses faulty data to drive instruction or to evaluate an individual teacher, school, or community’s performance.	Plans assessments that take into account the <i>academic, social,</i> and <i>emotional</i> needs of the learner. Uses data from assessments to study trends and does not include faulty data in evaluating an individual teacher, school, or community’s performance.	Plans assessments to measure the <i>academic</i> success of each learner Uses data from assessments to evaluate individual teacher, school, and community performance even though multiple glitches have been found in the testing system being used.	In no way take into account the <i>social,</i> and <i>emotional</i> needs of the learner and focuses on <i>academic</i> content to measure success. Uses faulty data from a system that way too much money was spent on implemented (and still has a lot of glitches) to measure teacher, school, and community performance.
c. Engagement	Designs highly relevant educational and assessment policies with clear, achievable goals that will motivate virtually all students and educators and engage them in active learning.	Designs relevant educational and assessment policies with achievable goals that are likely to engage most students and educators.	Plans academic assessment materials that may interest some students and educators.	Plans academic assessment materials with very little likelihood of teaching, motivating or engaging students or educators.

d. Materials	Uses an effective mix of high-quality learning materials combined with technology that works virtually all the time without any minor glitches or problems that may affect results.	Uses a mix of learning materials combined with technology with an understanding that technology is not completely and entirely dependable at all times.	Uses a mixture of good and mediocre learning materials and undependable technology.	Spends millions of dollars to implement tests that don't accurately measure individual success. and faulty technology.
e. Differentiation	Addresses the needs of all learners' needs, styles, and interests.	Targets different learning needs, styles, and interests.	Gives some thought to how to accommodate different learning needs, styles, and interests.	Little or no differentiation is evident.
f. Expectations	Is direct, clear, consistent, and unified in communicating very high expectations in all areas that are encompassed within the field of education.	Clearly communicates and consistently reinforces high expectations in all areas of education.	Announces expectations, rules, and evaluation percentages and consequences of not meeting standards.	Implements programs with <i>ad hoc</i> rules and consequences as state and federal legislation changes.
g. Relationships	Shows warmth, caring, and respect and fairness for all educators and, in turn, their learners.	Earns almost all educators' respect by showing caring, true understanding of the challenges being faced in classrooms across the country.	Earns the respect of some educators, but there are regular disruptions and difficulties in maintaining positive relationships with those in the field.	Is not respected by educators as a result of blame being pointed at those who are not in the position to make decisions to.
h. Respect	Fosters a climate of respect, treating educators like the professionals they are and allowing them to share their passion for teaching with students and others in their field.	Wins the respect of almost all educators because they feel valued and trusts that these trained professionals have vital knowledge that will help foster learning at its core.	Wins the respect of some educators but most feel undervalued and overworked.	Is not respected by educators and does not treat educators with the respect they deserve as professionals in their field.
j. Efficiency	Skillfully transitions any new programs into the education system, ensuring classroom time produces valuable learning.	Carefully evaluates and tests new programs before transitioning them into the education system, maximizing learning time.	Attempts to maximize student learning, but wastes valuable classroom time with large chunks of computer-based testing.	Causes the loss of a great deal of valuable instruction time and uses ragged transitions to implement new programs.

<p>k. Incentives</p>	<p>Gets education professionals to buy into a highly effective system of incentives linked to good teaching practices.</p> <p>Pays them well because their hard work, dedication, and professionalism should be acknowledged.</p>	<p>Uses incentives to encourage professional development, motivate educators, engage creativity, and gives professionals in the field of education ample opportunity to share ideas.</p> <p>Compensates educators financially for all of the overtime they work.</p>	<p>Uses extrinsic rewards to rationalize insufficient training, makes laws that severely increase the cost of health care (low health care costs was previously used as an incentive).</p> <p>Credits teachers with professional development hours instead of paying them for their time, causing many to find part-time jobs in addition to their full-time jobs.</p>	<p>Blames teachers and other education professionals for the problems that exist in education.</p> <p>Spends millions and millions of dollars to make standardized tests instead of spending it on programs to help kids learn and grow.</p>
<p>l. Reflection</p>	<p>Reflects on what worked and what didn't and completely understands that one should not go to an accountant to have a tooth removed.</p> <p>Harnesses the creativity and expertise of education professionals who care about the future of our kids and our country.</p>	<p>Reflects on the effectiveness of its current system, and works with professionals in the field of education, trusting that they know what they are doing and are the best source of student success and achievement.</p>	<p>At the end of each school year, uses a mathematical scale and student achievement on standardized tests to come to the conclusion that the system is flawed and should not be used.</p>	<p>Continues to spend federal grant money to pay private companies to develop and implement standardized tests that do not in any way enhance learning.</p>