Student Teaching Evaluation Rubric

Using The Rubric

• Meets expectations (3) is perfectly fine!
• Think of the rubric as out of 3, with the fourth level as a “bonus” for those few exceptional students
• Defer to the rubric over your gut feeling
• Evaluate based only on the evidence collected: if no evidence, make no inference

• Try not to compensate for a near miss on one dimension with a generous rating on another
• Avoid assuming the performance is satisfactory unless there is evidence to the contrary
• Compare performance observed to the rubric or rating scale, not to other performers

Provide Great Feedback

• Feedback should be based on recorded evidence
• Feedback is not just how they did, but what they did. This helps with accreditation
• Include a note on how to reach the next performance level, use the rubric to simplify that process

• “See exceeds expectations level to continue to improve”
• Feedback must be based on what you saw or heard, not an inference
• When taking notes, record what was observed in behavioral terms

Avoid Common Biases

• Similarity: rating influenced by how similar the observed classroom, school, or practice is to yours
• Leniency: rating higher than deserved to give the person the “benefit of doubt”
• Halo: rating on one dimension determined by rating on another

• Central tendency: rating everyone in the middle - assuming everyone is proficient unless there is a lot of evidence they are not
• Consistency/confirmation: looking for evidence for pre-judgment or a judgment based on one’s initial impression.
• Context effects: performance of peer group influences ratings

Questions? Contact the assessment and accreditation office. (330) 672-4033 or kvanbell@kent.edu