

**SOCIAL SCIENCE TEACHERS PERFORMANCE ASSESSMENT
(TPA) GUIDE WITH RUBRIC**

**MOE
ETHIOPIA**

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GENERAL ECONOMICS TEACHERS PERFORMANCE ASSESSMENT RUBRIC GUIDE

Introduction

Teachers Performance Assessment Rubric (TPAR)¹ is a system designed to evaluate teachers in their teaching event. In this teaching event, the General economics teacher is expected to make him/her subject accessible to his/her students, support students in learning to read, write, solve General economic problems and use academic language. He/she will examine the effects of his/her instructional design and teaching practices on student learning, with particular attention to students with diverse² cultural, linguistic, and socio-economic backgrounds and learning needs. Moreover, the teacher is demanded to plan and deliver his/her lesson, create a conducive learning environment, assess students and give them feedback.

Based on these expectations, TPA rubric is designed from Teachers Generic Standard (TGS)³ domain⁴ three that is professional practice which holds standard three, four and five. It is intended to serve as a ground to assess teachers whether they perform according to the curriculum standards so that their teaching performance will be effective to bring quality in education. Thus, to this end, teachers are judged on three dimensions of teaching (key tasks⁵). In the process of teacher's performance assessment, the assessors⁶ will observe for two consecutive periods, analyze, and evaluate the teaching task on a series of 3 - 5 lessons plans. The three dimensions of teaching (key tasks) on which this assessment procedure will focus include:

- Instructional planning,
- Lesson delivery, and
- Assessment and feedback.

Purposes

The Teacher Performance Assessment rubric is developed by focusing on student learning and the principles applied by successful teachers. Hence the TPA rubric is prepared to:

¹ **TPAR** - is a descriptive guideline, a scoring guide or specific pre-established performance criteria in which each level of performance is described to contrast with the performance at other levels. The rubric for a particular level describes the performance outcome at that level. And each subsequent rubric describes the quality of performance at each subsequent level in the series. A rubric is an authentic assessment tool used to measure teachers.

² **Diverse** - Socially inclusive, composed of many ethnic, as well as socioeconomic and gender, groups

³ **(TGS)** – Standard developed for Ethiopian teachers performance

⁴ **Domain** — Area of knowledge, practice and engagement in the teacher's standard

⁵ **tasks** - Teachers responsibilities, it is divided into two **key task** (major or main task) and **sub task** (part of the key tasks)

⁶ **Assessors** – Evaluator of teachers who are ready for the performance assessment

- Provide a framework by which teachers can judge the success of their learning and assist self reflection and self assessment.
- Enable teachers to recognize their current and developing capabilities, professional aspirations and achievements.
- Contribute to the professionalization of teaching and raise the status of the profession.
- Ensure that they can demonstrate appropriate levels of professional practice.
- Increase the level of teachers' teaching proficiency and encourage them to attain high standards of performance.
- Help to establish a system for assessment and certification of teachers.

Key Tasks Description

Key Task 1: Instructional Planning

Description: The General economics teacher is expected to use information about students learning and performance to plan instruction that will close the achievement gap; communicate clear learning outcomes and explicitly link learning activities to those defined learning outcomes; apply knowledge of how students think and learn to instructional design; differentiate instruction to support the learning needs of all students, including students identified as gifted, those with disabilities, and at risk students; create and select activities that are designed to help students develop as independent learners and problem solvers; identify appropriate resources that will help to enhance students learning; and identify assessment procedures that are aligned with the learning outcomes. Instructional Planning is divided in to two sub tasks these are

Sub Task 1 Alignment¹ of lesson objectives, content, teaching methods & assessment mechanisms

Sub Task 2 Planning for differentiated² and interactive instruction³

¹. **Alignment** - Arrangement, position or placement of lesson content with the objective and method of a lesson.

² **Differentiated** – Tell or set apart, tell the difference, separate and segregate students by their psychological, emotional and social etc. differences.

³ **Interactive Instruction** – Instructional communicating or collaborating, it is involving the communication or collaboration of students with each other and the teacher

Description of Sub Tasks

Sub Task 1 Alignment of lesson objectives, content, teaching methods

Here the teacher is expected to plan content interrelated with the particular objective and methods of teaching relevant to the particular content planned at the time.

Sub Task 2 Assessment Mechanisms and Planning for Differentiated and Interactive Instruction

The teacher is expected to plan what type of assessment/assessments he uses; is the plan interactive with students and can address student diversity and need?

Key Task 2: Instructional Delivery, Classroom Management and Organization

Description: The general economics teacher is expected to use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; monitor and adjust strategies in response to learner feedback; vary his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of general baseness instruction and the needs of students; develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking; problem solving; computing skill developing and use a wide range of instructional technologies to enhance student learning.

He also is expected to treat all students fairly and establish an environment that is respectful, supportive, and caring; create an environment that is physically and emotionally safe; motivate students to work productively and assume responsibility for their own learning; analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another; create learning situations in which students work independently, collaboratively and/or as a whole class; and maintain an environment that is conducive to the learning of all students. Task two is divided in to four sub tasks that engage and maintain Students in Active Learning;

Differentiates Instruction to Meet Students' Needs; Organizing Classroom to Maximize Learning and create safety; and Proper management of classroom discipline.

Sub Task 1 Engage and Maintain Students in Active Learning

Sub Task 2 Differentiates Instruction to Meet Students' Needs

Sub Task 3 Organizing Classroom to Maximize Learning and create safety

Sub Task 4 Proper management of classroom discipline

Description of Sub Tasks

Sub Task 1 Engage and Maintain Students in Active Learning

Here the teacher is expected to allow students in active participation in all teaching method (demonstration, lecture etc.), when he teaches in the class room.

Sub Task 2 Differentiates Instruction to Meet Students' Needs

He is expected to identify students need and teaches accordingly to satisfy their needs.

Sub Task 3 Organizing Classroom to Maximize Learning and create safety

His classroom organization is expected to be taking full advantage of learning by generating conducive learning environment.

Sub Task 4 Proper management of classroom discipline

He is expected to have suitable classroom management and discipline for the teaching learning.

Key Task 3: Assessment and feedback

Description: The General economics teacher is expected to appropriately use a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, peer assessment) to check students' progress and performances, use in-class formative assessment to adjust instruction as needed, give students opportunities to engage in self-assessment of their own work to help them become aware of their strengths and needs and learning, provide them with frequent and targeted feedback (i.e., direct, specific, timely, constructive) on their performance, and maintain useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Task three is divided in to two sub tasks that use of a variety of Assessment Strategies to enhance Learning; and, Provision of Appropriate and Timely Feedback. These are:-

Sub Task 1 Use of a Variety of Assessment Strategies to Enhance Learning

Sub Task 2 Provision of Appropriate and Timely Feedback

Description of Sub Tasks

Sub Task 1 Use of a Variety of Assessment Strategies to Enhance Learning

Here his assessment must apply different techniques and approaches to facilitate learning.

Sub Task 2 Provision of Appropriate and Timely Feedback

At last but not least he is supposed to give suitable and well-timed feedback when ever needed.

The assessor should notice that delivery and assessment must be done according to the lesson plan.

Evidence Guide

Evidence guide is what the assessee presents and what the assessor is expected to use as evidence during the assessment.

A. Instructional Planning

Annual and weekly if not daily lesson plan containing at least

- Date , objective, three to five sequential lesson segments,
- Method of teaching and assessment for that particular lesson

B. Instructional Delivery and Classroom Management

- a. Lesson plan by the candidate to see its implementation in instruction
- b. Lesson note by the candidate about that particular lesson planned
- c. Artifact note by the candidate which shows what he performs in delivery and assessment planned.
- d. The methods he uses for that particular lesson planned.
- e. Observation note by the assessor to document his observation during that particular lesson period.
- f. Students focus group interview by the assessor to get information about the candidate

C. Assessment and Feedback

- a. Lesson plan by the candidate to the assessment is done as planned.
- b. Students work sample such as test book, note book, assignment book to see the candidate assessment method.
- c. Candidate's commentary note in the exercise book of the student.

Candidate:-The teacher who take the Assessment.

Assessor:- A person who assesses the teaching performance of teachers against the Rubric/criteria.

GENERAL ECONOMICIS TEACHER'S PERFORMANCE ASSESSMENT RUBRIC & SCORING CHECKLIST (20/11/2013 G.C)

Name of the Examinee _____ School _____

Woreda/Zone _____

Region _____ Date _____

		Sub Tasks	Sub Task score	Rubric Level 1	Rubric Level 2	Rubric Level 3	Rubric Level 4	Teacher's Score	emarks
		Rubric score Allotment		1/4 of sub task score	2/4 of sub task score	3/4 of sub task score	4/4 of sub task score		
PROFESSIONAL PRACTICE	1. Instructional Planning (30%)	Alignment of lesson objectives, content, teaching methods and assessment mechanisms		No alignment among lesson objectives, content, teaching methods and assessment mechanisms	Inconsistent alignment among lesson objectives, content, teaching methods and assessment mechanisms	Consistent but loose alignment ¹ among lesson objectives, content, teaching methods and assessment mechanisms	Strong and consistent alignment among lesson objectives, content, teaching methods and assessment mechanisms		
		Score		5	10	15	20		
		Planning for differentiated and interactive instruction		Plans without sufficiently using the curricular materials, effective strategies, resources, and data in planning to meet diverse needs of students	The teacher now and then uses the curriculum documents, effective instructional strategies, resources, assessment techniques and data in planning to meet diverse needs of students. He infrequently creates different instructional activities, and student works and engaging students as active learners	The teacher regularly plans using the existing curricular materials, having effective strategies, resources, assessment techniques, data to meet diverse needs of students. He also creates different instructional activities, and student works that engage students as active learners and to ensure that learners sufficiently benefit from the lesson	In addition to meeting the components of the third level, the teacher actively seeks and uses alternative data, resources and strategies and consistently make a distinction plans to meet the needs of all students(regardless of diverse talents, disabilities, etc they have)		
		Score		2.5	5	7.5	10		

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		Sub Tasks	Sub Task score	Rubric Level 1	Rubric Level 2	Rubric Level 3	Rubric Level 4	Teacher's Score	emarks
		Rubric score Allotment		1/4 of sub task score	2/4 of sub task score	3/4 of sub task score	4/4 of sub task score		
	2. Lesson Delivery (40%)	Engage and maintain students in active learning		No engagement of students in different active learning tasks	Inconsistent and inefficient use of active learning tasks	Consistent but inefficient use of active learning tasks	Consistent and efficient use of active learning tasks		
		Score		5	10	15	20		
		Differentiates instruction to meet students' needs		Shows no effort to accommodate students' diversity in the classroom	Shows little efforts (although inadequate) to address diverse needs of students	Differentiates and accommodates students diversity in the classroom	Efficiently designs and implements different learning tasks that are appropriate for diverse learning groups		
		Score		2.5	5	7.5	10		
		Organizing classroom to maximize learning and create safety		Unable to arrange and organize the classroom that allows the students to learn	• Inconsistent in arranging and organizing the classroom and in using resources, routines and procedures to provide a respectful, positive and safe classroom environment	Regularly arranges and organizes the physical and psychological environment of the classroom and resources to maximize efficiency, monitoring its progress	In addition to meeting all components of level 3, creates dynamic learning environment that maximizes learning opportunities and minimizes interruption within an environment in which students self monitor their behaviors		
		Score		1.25	2.5	3.75	5		

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Name of the Examinee _____ School _____

Woreda/Zone _____

Region _____ Date _____

		Sub Tasks	Sub Task score	Rubric Level 1	Rubric Level 2	Rubric Level 3	Rubric Level 4	Teacher's Score	emarks
		Rubric score Allotment		1/4 of sub task score	2/4 of sub task score	3/4 of sub task score	4/4 of sub task score		
		Proper management of classroom discipline		Incompetently addresses students behaviors (desires), and ignores their safety constantly	Intermittently/inadequately addresses students desires and their misbehaviors	Consistently addresses students behaviors and regularly shows a proper way of managing students misbehaviors	In addition to meeting the components of level 3, shows warmth, care, respect and fairness for all students and builds strong relationships		
		Score		1.25	2.5	3.75	5		
P	3. Assessment and Feedback (30%)	Use of a variety of assessment strategies to enhance learning		Lack to gives assessment activities and/or assessment activities have no relevance to instructional objectives	gives students some assessment tasks that are appropriate to the instructional objectives	<ul style="list-style-type: none"> Continuously assesses his/her students using varied and appropriate strategies Involves students in assessment activities Keeps useful and accurate records of student work and performance 	All in level 3 plus teacher uses assessment results to make adjustments in his/her teaching learning activities		
		Score		5	10	15	20		

GENERAL ECONOMICIS TEACHER'S PERFORMANCE ASSESSMENT RUBRIC & SCORING CHECKLIST (20/11/2013 G.C)

Name of the Examinee _____ School _____

Woreda/Zone _____

Region _____ Date _____

		Sub Tasks	Sub Task score	Rubric Level 1	Rubric Level 2	Rubric Level 3	Rubric Level 4	Teacher's Score	emarks
		Rubric score Allotment		1/4 of sub task score	2/4 of sub task score	3/4 of sub task score	4/4 of sub task score		
		Provision of appropriate and timely feedback	10	<ul style="list-style-type: none"> No or little feedback given on students performance 	<ul style="list-style-type: none"> Feedback is general and provides little guidance for improvement related to learning objectives. 	<ul style="list-style-type: none"> Timely feedback identifies what was done well and areas for improvement related to specific learning objectives (without giving any guidance). 	<ul style="list-style-type: none"> Specific and timely feedback, helps the student understand what s/he has done well, and provides guidance for improvement. The feedback shows strong understanding of students as individuals in reference to the content and objectives they are trying to meet. 		
		Score		2.5	5	7.5	10		
							Total Teachers Score 100%		

Examiner _____

Signature _____

Signature _____

Examinee _____

Examiner _____

Signature _____

SCORE COLLECTING SHEET

NO	TASK	SUB TASK	SUB TASK WEIGHT	RUBRIC SCORE	REMARK
1	1-Instructional	1	20		
2	Planning	2	10		
	Sub total		30		
3	2-Lesson Delivery	1	20		
4		2	10		
5	C.R Mgt &Organization	1	5		
6		2	5		
	Sub total		40		
7	Assessment and feedback	1	20		
8		2	10		
	Sub total		30		
TOTAL			100%		

OVERALL COMMENTS BY ASSESSOR:

Name of the assessor _____ Signature _____

Address, Tel _____ e-mail _____

School responsible personal Name _____

OVERALL COMMENTS BY THE SCHOOL RESPONSEBLE PERSONALE:

Signature _____ Date _____

The level (L1 –L4) given in the rubric against the sub tasks /tasks elements be scored out of 100.

After we get each task score we add it to get the Total TPAR score out of 100 by the converting formula (Total score / 100 X expected share of the TPAR ie. in our case 50%)

Glossary

Professional Standard:- the standard is the broad category of teachers knowledge and skills. IT is overarching goals and themes that provide a framework for what teachers should know and be able to do and indicates the level of performance required for the successful achievement of school expectations.

Performance Rubric:- is a descriptive guideline, a scoring guide or specific pre-established performance criteria in which each level of performance is described to contrast with the performance at other levels. The rubric for a particular level describes the performance outcome at that level. And each subsequent rubric describes the quality of performance at each subsequent level in the series. A rubric is an authentic assessment tool used to measure teachers.

Assessment (formal and informal): Refers to all those activities undertaken by teachers, and by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Assessments provide evidence of students' prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking.

Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work.

Formal assessments may include such things as quizzes, homework assignments, reports and other papers, presentations and multi-media representations, journals, and projects.

Assessment Tools/Procedure: Any method for strategically gathering evidence of student learning (e.g., observing students as they work, posing questions, or more formal written assessments that include evaluation criteria (e.g., rubrics).

Central Focus: Is a statement or phrase that captures or summarizes the overarching learning outcomes associated with content standards and learning objectives. It may not be as broad or comprehensive as a big idea or essential question used in a longer unit of instruction, but it should represent a focus beyond facts and skills.

Assessor:- A person who assesses the teaching performance of teachers against the Rubric/criteria.

Candidate:- exam taker / somebody who takes an exam, especially somebody who is scheduled to receive a degree upon passing exams

Feedback:- response of comments in the form of opinions about and reactions to something, intended to provide useful information for future decisions and development

Inconsistent alignment: - refers to inability to maintain the alignment or lack of logical harmony among different components of the plan.

Loose alignment:- means plans are not firmly fastened or fixed in place

Instruction means teaching:- teaching in particular subject or skill, or the facts or skills taught

Engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. These may include, but are not limited to, simulations, debate, real-world applications. Intellectual engagement in learning contrasts with student participation in learning tasks that are not well-designed and/or implemented and do not increase student learning.

Learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

Learning segment: A set of 3-5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

Prior learning and experience: Includes students' academic content knowledge, language development, social/emotional development, family/cultural assets, interests and lived experiences.

Special needs: Refers to categories addressed by law, identified learning disabilities, gifted and talented, and other features of student learning that may require individualized instruction or assessment.

Guidance:- Advice or counseling, especially counseling given to students on academic matters