**SGA-315: Master's Defense**

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| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 1, PATHWAY, OUTCOMES VERIFICATION  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher verifies outcomes by completing set(s) of honest, accurate, complete, error-free data on the first submission** | **3.6 pts**  **Proficient: The teacher verifies outcomes by completing set(s) of honest, accurate, complete, error-free data** | **3.0 pts**  **Foundational: N/A** | **2.6 pts**  **Attempting: The teacher attempts to verify outcomes; however, some portion of data is not honesty, accurate, complete, and/or error-free** | **0.0 pts**  **Lacking: The teacher does not attempt to verify outcomes for one or more sets of data** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 2, PATHWAY, ACADEMIC PATHWAY RESULTS  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The students meet the Ambitious Goal** | **3.6 pts**  **Proficient: The students meet the Proficient Goal** | **3.0 pts**  **Foundational: N/A** | **2.6 pts**  **Attempting: The students do not meet the Proficient Goal** | **0.0 pts**  **Lacking: The teacher does not submit complete, error-free data** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 3, DATA NARRATIVE, TEACHING CONTEXT  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher conducts additional student/school demographic research to provide detailed, clear, and complete teaching context** | **3.6 pts**  **Proficient: The teacher provides clear and complete teaching context** | **3.0 pts**  **Foundational: The teacher provides teaching context, but it is somewhat lacking in clarity or completeness** | **2.6 pts**  **Attempting: The teacher attempts to provide teaching context, but it is unclear and/or incomplete** | **0.0 pts**  **Lacking: The teacher does not provide teaching context** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 4, DATA NARRATIVE, DATA ANALYSIS FOR ALL STUDENTS  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher clearly displays and describes a nuanced understanding of all students' achievement and how they performed relative to the Proficient and Ambitious Goals on all measures used AND demonstrates a personal responsibility for the results** | **3.6 pts**  **Proficient: The teacher clearly displays and describes all students' achievement and how they performed relative to the Proficient and Ambitious Goals on all measures used** | **3.0 pts**  **Foundational: The teacher displays and describes all students' achievement and how they performed relative to the Proficient and Ambitious Goals on all measures used, but it is less clear (e.g., there are minor flaws in the presentation or reporting)** | **2.6 pts**  **Attempting: The teacher attempts to display and describe all students' achievement and how they performed relative to the Proficient and Ambitious Goals on all measures used, but it is unclear (e.g., there are major flaws in the presentation or reporting)** | **0.0 pts**  **Lacking: The teacher’s display and description are incomprehensible or missing** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 5, DATA NARRATIVE, SUBGROUP ANALYSIS RESEARCH QUESTION #1  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher provides compelling rationale for the selection of research question #1 and provides compelling analysis, including authentically positioning the analysis within formal academic literature addressing a similar question** | **3.6 pts**  **Proficient: The teacher provides compelling rationale for the selection of research question #1 and provides compelling analysis of research question #1** | **3.0 pts**  **Foundational: The teacher provides compelling rationale for the selection of research question #1; however, there are minor flaws in their analysis (e.g., presentation, analysis, inference) of research question #1** | **2.6 pts**  **Attempting: The teacher’s rationale for selection of research question #1 is weak OR there are significant flaws in their analysis of research question #1** | **0.0 pts**  **Lacking: The teacher’s rationale for selection of research question #1 is weak AND there are significant flaws in their analysis of research question #1** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 6, DATA NARRATIVE, SUBGROUP ANALYSIS RESEARCH QUESTION #2  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher provides compelling rationale for the selection of research question #2 and provides compelling analysis, including authentically positioning the analysis within formal academic literature addressing a similar question** | **3.6 pts**  **Proficient: The teacher provides compelling rationale for the selection of research question #2 and provides compelling analysis of research question #2** | **3.0 pts**  **Foundational: The teacher provides compelling rationale for the selection of research question #2; however, there are minor flaws in their analysis (e.g., presentation, analysis, inference)** | **2.6 pts**  **Attempting: The teacher’s rationale for selection of research question #2 is weak OR there are significant flaws in their analysis** | **0.0 pts**  **Lacking: The teacher’s rationale for selection of research question #2 is weak AND there are significant flaws in their analysis** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 7, DATA NARRATIVE, INDIVIDUAL STUDENT ANALYSIS [STANDARDS MASTERY & READING GROWTH PATHWAYS]  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher provides a detailed description of the individual student, compellingly reports the student’s achievement throughout the year, and connects the achievement to two additional data sources beyond those measured in the Pathway** | **3.6 pts**  **Proficient: The teacher provides a detailed description of the individual student, compellingly reports the student’s achievement throughout the year, and connects the achievement to one additional data source beyond those measured in the Pathway** | **3.0 pts**  **Foundational: The teacher provides a description of the individual student, reports the student’s achievement throughout the year, and connects the achievement to one additional data source beyond those measured in the Pathway; however, there are minor flaws (e.g., presentation, analysis, inference) in EITHER the year-long report on student achievement OR the connection to an additional data source** | **2.6 pts**  **Attempting: The teacher provides a description of the individual student, reports the student’s achievement throughout the year, and connects the achievement to one additional data source beyond those measured in the Pathway; however, there are significant flaws (e.g., presentation, analysis, inference) in EITHER the year-long report on student achievement OR the connection to an additional data source** | **0.0 pts**  **Lacking: The teacher does not provide a description of the student AND/OR there are significant flaws in BOTH the year-long report on student achievement and the connection to an additional data source** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 8, DATA NARRATIVE, FOCUS STUDENTS ANALYSIS [DEVELOPMENTAL STANDARDS PATHWAY]  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher provides a detailed description of each focus student, compellingly reports each student’s achievement throughout the year, and connects the achievement to two additional data sources beyond those measured in the Pathway** | **3.6 pts**  **Proficient: The teacher provides a detailed description of each focus student, compellingly reports each student’s achievement throughout the year, and connects the achievement to one additional data source beyond those measured in the Pathway** | **3.0 pts**  **Foundational: The teacher provides a description of each focus student, reports each student’s achievement throughout the year, and connects the achievement to one additional data source beyond those measured in the Pathway; however, there are minor flaws (e.g., presentation, analysis, inference) in EITHER the year-long report on student achievement OR the connection to an additional data source** | **2.6 pts**  **Attempting: The teacher provides a description of each focus student, reports each student’s achievement throughout the year, and connects the achievement to one additional data source beyond those measured in the Pathway; however, there are significant flaws (e.g., presentation, analysis, inference) in EITHER the year-long report on student achievement OR the connection to an additional data source** | **0.0 pts**  **Lacking: The teacher does not provide a description of each focus student AND/OR there are significant flaws in BOTH the year-long report on student achievement and the connection to an additional data source** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 9, DATA NARRATIVE, CHARACTER RESULTS [STANDARDS MASTERY & READING GROWTH PATHWAYS]  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher provides rationale for the selection of the character trait and compellingly describes the distribution of mastery and growth-based character data; additionally, the teacher supports their analysis with additional quantitative data collected as part of their Pathway** | **3.6 pts**  **Proficient: The teacher provides rationale for the selection of the character trait and compellingly describes the distribution of mastery and growth-based character data** | **3.0 pts**  **Foundational: The teacher provides rationale for the selection of the character trait and describes the distribution of mastery and growth-based character data; however, there are minor flaws in clarity, analysis, and/or inference** | **2.6 pts**  **Attempting: The teacher provides rationale for the selection of the character trait and describes the distribution of mastery and growth-based character data; however, there are significant flaws in clarity, analysis, and/or inference** | **0.0 pts**  **Lacking: The rationale for the selection of the character trait and/or the description of the distribution of mastery and growth-based character data are either incomprehensible or missing** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 10, DATA NARRATIVE, FORMATIVE DOCUMENTATION [DEVELOPMENTAL PATHWAY]  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher utilizes formative documentation samples to clearly and compellingly support student achievement results AND individual student results** | **3.6 pts**  **Proficient: The teacher utilizes formative documentation samples to clearly and compellingly support student achievement results** | **3.0 pts**  **Foundational: The teacher utilizes formative documentation samples, but it is less clear how the samples support student achievement results** | **2.6 pts**  **Attempting: The teacher utilizes formative documentation samples, but the samples do not clearly or compellingly support student achievement results** | **0.0 pts**  **Lacking: The teacher does not include formative documentation samples as part of the Pathway** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 11, NEXT STEPS  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher includes detailed and data-driven action steps based on their data analyses; they also propose two interventions (one for each step) that are substantiated in academic literature** | **3.6 pts**  **Proficient: The teacher includes detailed and data-driven action steps based on their data analyses** | **3.0 pts**  **Foundational: The teacher includes action steps based on their data analyses; however, one of the steps lacks sufficient detail and/or is not demonstrably data-driven** | **2.6 pts**  **Attempting: The teacher includes action steps based on their data analyses; however, the action steps are not sufficiently detailed and/or are not demonstrably data-driven** | **0.0 pts**  **Lacking: One or more action steps is misaligned, incomprehensible, or missing** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 12, TEACHING VIDEO  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher submits a video accompanied by four annotations and a reflection; the submission demonstrates exemplary teaching capacity and reflection on the impact of the teaching on students’ academic growth** | **3.6 pts**  **Proficient: The teacher submits a video accompanied by four annotations and a reflection; the submission demonstrates proficient teaching capacity and reflection on the impact of the teaching on students’ academic growth** | **3.0 pts**  **Foundational: The teacher submits a video accompanied by four annotations and a reflection; the submission demonstrates foundational teaching capacity and reflection on the impact of the teaching on students’ academic growth** | **2.6 pts**  **Attempting: The teacher submits a video accompanied by four annotations and a reflection, but they seem to suggest only an attempt at proficient teaching and reflection capacity** | **0.0 pts**  **Lacking: The teacher’s submission is incomplete; the video, one or more annotations, and/or the reflection are missing** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 13, ORAL DEFENSE, ACADEMIC RESULTS  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher clearly presents how students performed relative to the Proficient and Ambitious Goals, distribution of student performance, a concise summary of research question findings, and teacher perspective on these data** | **3.6 pts**  **Proficient: The teacher clearly presents how students performed relative to the Proficient and Ambitious Goals, distribution of student performance, and teacher perspective on these data** | **3.0 pts**  **Foundational: The teacher presents how students performed relative to the Proficient and Ambitious Goals, distribution of student performance, and teacher perspective on these data; however, the explanation is not entirely clear** | **2.6 pts**  **Attempting: The teacher presents how students performed relative to the Proficient and Ambitious Goals, distribution of student performance, and teacher perspective on these data; however, the explanation evidences one or more misconceptions** | **0.0 pts**  **Lacking: The teacher does not present how students performed relative to the Proficient or Ambitious Goals, or the presentation is incomprehensible** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 14, ORAL DEFENSE, CHARACTER RESULTS, [STANDARDS MASTERY & READING GROWTH PATHWAYS]  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher clearly presents mastery-based analysis, growth-based analysis, additional character data collected as part of the Pathway, and teacher perspective on these data** | **3.6 pts**  **Proficient: The teacher clearly presents mastery-based analysis, growth-based analysis, and teacher perspective on these data** | **3.0 pts**  **Foundational: The teacher presents mastery-based analysis, growth-based analysis, and teacher perspective on these data; however, the explanation is not entirely clear** | **2.6 pts**  **Attempting: The teacher presents mastery-based analysis, growth-based analysis, and teacher perspective on these data; however, the explanation evidences one or more misconceptions** | **0.0 pts**  **Lacking: The teacher does not present how students performed, or the presentation is incomprehensible** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 15, ORAL DEFENSE, FOCUS STUDENT RESULTS [DEVELOPMENTAL PATHWAY]  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher clearly and compellingly presents how focus students performed relative to the Proficient and Ambitious Goals and shares teacher perspective on these data** | **3.6 pts**  **Proficient: The teacher clearly presents how focus students performed relative to the Proficient and Ambitious Goals and shares teacher perspective on these data** | **3.0 pts**  **Foundational: The teacher presents how focus students performed relative to the Proficient and Ambitious Goals; however, the explanation is not entirely clear** | **2.6 pts**  **Attempting: The teacher presents how focus students performed relative to the Proficient and Ambitious Goals; however, the explanation evidences one or more misconceptions** | **0.0 pts**  **Lacking: The teacher does not present how focus students performed relative to the Proficient or Ambitious Goals, or the presentation is incomprehensible** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 16, ORAL DEFENSE, VIDEO  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher defends two moments from their video, both of which exemplify selected skills** | **3.6 pts**  **Proficient: The teacher defends two moments from their video, both of which are proficient examples of selected skills OR one of which is a proficient example of a selected skill, while the other is exemplary** | **3.0 pts**  **Foundational: The teacher defends two moments from their video, one of which is a proficient example of a selected skill, while the other is foundational** | **2.6 pts**  **Attempting: The teacher defends two moments from their video; however, neither is a proficient example of selected skills** | **0.0 pts**  **Lacking: The teacher defends two moments from their video** | | 4.0 pts |
| This criterion is linked to a Learning OutcomeSGA-315: MASTER’S DEFENSE - 17, ORAL DEFENSE, KEY INSIGHTS  [view longer description](https://canvas.relay.edu/courses/2987/assignments/71968)  threshold: 3.0 pts | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4.0 pts**  **Exemplary: The teacher describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years and shows clear intent to leverage these insights in the future; the key insights respond in full to the prompts provided (e.g., “How did you use data…”)** | **3.6 pts**  **Proficient: The teacher describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years; the key insights respond in full to the prompts provided (e.g., “How did you use data…”)** | **3.0 pts**  **Foundational: The teacher describes two key insights gleaned from Relay GSE work that demonstrate limited professional growth over the past two years; the key insights respond in full to the prompts provided (e.g., “How did you use data…”)** | **2.6 pts**  **Attempting: The teacher describes two key insights gleaned from Relay GSE work, but insights do not reveal professional growth over the past two years OR insights do not respond in full to the prompts provided** | **0.0 pts**  **Lacking: The teacher does not describe two key insights gleaned from Relay GSE work** |   This felt very strong. | 4.0 pts |
| Total Points: 68.0 | | |