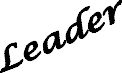


Education Unit

Teacher Work Sample: Scoring Rubrics

Knowledgeable



Caring Ethical

Skillful

ADAPTED FROM THE RENAISSANCE PARTNERSHIP FOR IMPROVING TEACHER QUALITY

Contextual Factors

Rubric

TWS Standard: The candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

*CF = Conceptual Framework*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rating  Indicator | 1  Does Not Meet  Standard | 2  Acceptable | 3  Target/Exemplary | Score |
| Knowledge of Community, School and Classroom  Factors  *CF: Knowledgeable InTASC 1,2,9* | Candidate displays  minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom. | Candidate displays some  knowledge of the characteristics of the community, school, and classroom that may affect learning. | Candidate displays a  comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning. |  |
| Knowledge of  Characteristics  *CF: Knowledgeable InTASC 1,2* | Candidate displays  minimal, stereotypical, or irrelevant knowledge  of student differences  (e.g. development, interests, culture, abilities/disabilities). | Candidate displays general  knowledge of student differences (e.g., development,  interests, culture,  abilities/disabilities) that may affect learning. | Candidate displays  general and specific understanding (e.g.,  development, interests,  culture, abilities/disabilities) that may affect learning |  |
| Knowledge of  Students’ Varied Approaches to Learning  *CF: Knowledgeable InTASC 1,2* | Candidate displays  minimal, stereotypical, or irrelevant ways students learn (e.g., learning styles, learning modalities). | Candidate displays general  knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Candidate displays  general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning. |  |
| Knowledge of  Students’ Skills and  Prior Learning *CF: Knowledgeable InTASC 1,2* | Candidate displays little  or irrelevant knowledge of students’ skills and prior learning. | Candidate displays general  knowledge of students’ skills and prior learning that may affect learning. | Candidate displays  general and specific understanding of students’ skills and prior learning that may affect learning. |  |
| Implications for  Instructional Planning and Assessment  *CF: Knowledgeable, Skillful InTASC 1,2, 6,7* | Candidate does not  provide implications for instruction and  assessment based on  student individual differences and community, school, and classroom  characteristics OR provides inappropriate implications. | Candidate provides general  implications for instruction and assessment based on student  individual differences and  community, school, and classroom characteristics. | Candidate provides  specific implications for instruction and  assessment based on  student individual differences and community, school, and classroom characteristics. |  |

Learning Goals

Rubric

TWS Standard: The candidate sets significant, challenging, varied and appropriate learning goals.

*CF = Conceptual Framework*

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| --- | --- | --- | --- | --- |
| Rating  Indicator | 1  Does Not Meet  Standard | 2  Acceptable | 3  Target/Exemplary | Score |
| Significance, Challenge and Variety  *CF: Skillful InTASC 4* | Goals reflect only one  type or level of learning. | Goals reflect several types or  levels of learning but lack significance or challenge. | Goals reflect several  types or levels of learning and are  significant and  challenging. |  |
| Clarity  *CF: Skillful InTASC 4* | Goals are not stated  clearly and are activities rather than learning outcomes. | Some of the goals are clearly  stated as learning outcomes. | Most of the goals are  clearly stated as learning outcomes. |  |
| Appropriateness For  Students  *CF: Skillful, Caring InTASC 1, 4* | Goals are not  appropriate for the development; pre- requisite knowledge, skills, experiences; or other student needs. | Some goals are appropriate for  the development; pre-requisite knowledge, skills, experiences; and other student needs. | Most goals are  appropriate for the development; pre- requisite knowledge, skills, experiences; and other student needs. |  |
| Alignment with  National, State or Local  Standards  *CF: Knowledgeable, Skillful InTASC 4* | Goals are not aligned  with national, state or local standards. | Some goals are aligned with  national, state or local standards. | Most of the goals are  explicitly aligned with national, state or local standards. |  |

Assessment Plan

Rubric

TWS Standard: The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

*CF = Conceptual Framework*

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| Rating  Indicator | 1  Does Not Meet  Standard | 2  Acceptable | 3  Target/Exemplary | Score |
| Alignment with  Learning Goals and  Instruction  *CF: Skillful InTASC 6* | Content and methods of  assessment lack congruence with learning goals or lack cognitive complexity. | Some of the learning goals are  assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity. | Each of the learning  goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive  complexity. |  |
| Clarity of Criteria and  Standards for  Performance  *CF: Skillful InTASC 6* | The assessments  contain no clear criteria for measuring student performance relative to the learning goals. | Assessment criteria have been  developed, but they are not clear or are not explicitly linked to the learning goals. | Assessment criteria are  clear and explicitly linked to the learning goals. |  |
| Multiple Modes and  Approaches  *CF: Skillful, Caring InTASC 6* | The assessment plan  includes only one assessment mode and does not assess students before, during, and after instruction. | The assessment plan includes  multiple modes but all are either pencil/paper base d (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability. | The assessment plan  includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence. |  |
| Technical Soundness  *CF: Skillful InTASC 6* | Assessments are not  valid; scoring  procedures are absent or inaccurate; items or  prompts are poorly  written; directions and procedures are confusing to students. | Assessments appear to have  some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to  students. | Assessments appear to  be valid; scoring procedures are  explained; most items or prompts are clearly  written; directions and procedures are clear to  students. |  |
| Adaptations Based on the Individual Needs of Students  *CF: Skillful, Caring, Ethical InTASC 1, 2, 6* | Candidate does not  adapt assessments to meet the individual  needs of students or these assessments are  inappropriate. | Candidate makes adaptations to  assessments that are appropriate to meet the  individual needs of some students. | Candidate makes  adaptations to assessments that are  appropriate to meet the individual needs of most  students. |  |

Design for Instruction Rubric

TWS Standard: The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.  
*CF = Conceptual Framework*

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| Rating  Indicator | 1  Does Not Meet  Standard | 2  Acceptable | 3  Target/Exemplary | Score |
| Alignment with  Learning Goals  *CF: Skillful InTASC 4, 5* | Few lessons are  explicitly linked to learning goals. Few  learning activities, assignments and  resources are aligned with learning goals.  Not all learning goals are covered in the  design. | Most lessons are explicitly  linked to learning goals. Most learning activities, assignments  and resources are aligned with learning goals. Most learning  goals are covered in the design. | All lessons are explicitly  linked to learning goals. All learning activities,  assignments and resources are aligned  with learning goals. All learning goals are  covered in the design. |  |
| Accurate Representation of Content  *CF: Knowledgeable InTASC 4* | Candidate’s use of  content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. | Candidate’s use of content  appears to be most accurate. Shows some awareness of the big ideas or structure of the discipline. | Candidate’s use of  content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. |  |
| Lesson and Unit  Structure  *CF: Skillful InTASC 3, 4* | The lessons within the  unit are not logically organized organization  (e.g., sequenced). | The lessons within the unit  have some logical organization and appear to be somewhat  useful in moving students  toward achieving the learning goals. | All lessons within the  unit are logically organized and appear to  be useful in moving  students toward achieving the learning goals. |  |
| Use of a Variety of  Instruction, Activities, Assignments, and Resources  *CF: Skillful, Caring InTASC 7, 8* | Little variety of  instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). | Some instruction has been  designed with reference to contextual factors and pre- assessment data. Some activities and assignments appear productive and appropriate for each student. | Significant variety across  instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning. |  |
| Use of Contextual  Information and  Data to Select Appropriate and Relevant Activities, Assignments and Resources  *CF: Skillful, Caring, Ethical InTASC 1, 2, 6, 7, 8* | Instruction has not been  designed with reference to contextual factors  and pre-assessment  data. Activities and assignments do not  appear productive and  appropriate for each student. | Candidate uses technology but  it does not make a significant contribution to teaching and  learning OR candidate provides  limited rationale for not using technology. | Most instruction has  been designed with reference to contextual  factors and pre-  assessment data. Most activities and  assignments appear  productive and appropriate for each student. |  |
| Use of Technology  *CF: Knowledgeable, Skillful InTASC 8* | Technology is  inappropriately used OR candidate does not use technology, and no (or inappropriate) rationale is provided. | Candidate uses technology but  it does not make a significant contribution to teaching and learning OR candidate provides limited rationale for not using technology. | Candidate integrates  appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology. |  |

Instructional Decision-Making

Rubric

TWS Standard: The candidate uses on-going analysis of student learning to make instructional decisions.

*CF = Conceptual Framework*

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| Rating  Indicator | 1  Does Not Meet  Standard | 2  Acceptable | 3  Target/Exemplary | Score |
| Sound Professional  Practice  *CF: Skillful, Caring, Ethical InTASC 9* | Many instructional  decisions are inappropriate and not pedagogically sound. | Instructional decisions are  mostly appropriate, but some decisions are not pedagogically sound. | Most instructional  decisions are pedagogically sound (i.e., they are likely to lead to student learning) |  |
| Modifications Based on Analysis of  Student Learning  *CF: Skillful, Caring, Ethical InTASC 9* | Candidate treats class as  “one plan fits all” with no modifications. | Some modifications of the  instructional plan are made to address individual student  needs, but these are not based  on the analysis of student learning, best practice, or contextual factors. | Appropriate  modifications of the instructional plan are  made to address  individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve students’ progress. |  |
| Congruence Between Modifications and Learning Goals  *CF: Skillful, Ethical InTASC 9* | Modifications in  instruction lack congruence with learning goals. | Modifications in instruction are  somewhat congruent with learning goals. | Modifications in  instruction are congruent with learning goals. |  |

Analysis of Student Learning

Rubric

TWS Standard: The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

*CF = Conceptual Framework*

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| --- | --- | --- | --- | --- |
| Rating  Indicator | 1  Does Not Meet  Standard | 2  Acceptable | 3  Target/Exemplary | Score |
| Clarity and Accuracy of Presentation  *CF: Skillful InTASC 9* | Presentation is not clear  and accurate; it does not accurately reflect the  data. | Presentation is understandable  and contains few errors. | Presentation is easy to  understand and contains no errors of  representation. |  |
| Alignment with  Learning Goals  *CF: Skillful InTASC 9* | Analysis of student  learning is not aligned with learning goals. | Analysis of student learning is  partially aligned with learning goals and/or fails to provide a  comprehensive profile of  student learning relative to goals for the whole class, subgroups and two individuals. | Analysis is fully aligned  with learning goals and provides a  comprehensive profile of  student learning for the whole class, subgroups, and two individuals. |  |
| Interpretation of  Data  *CF: Skillful, Ethical InTASC 9* | Interpretation is  inaccurate, and conclusions are missing or unsupported by data. | Interpretation is technically  accurate, but conclusions are missing or not fully supported by data. | Interpretation is  meaningful, and appropriate conclusions are drawn from the data. |  |
| Evidence of Impact on Student Learning  *CF: Skillful, Ethical InTASC 9* | Analysis of student  learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning  includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student  learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal. |  |

Reflection and Self-Evaluation

Rubric

TWS Standard: The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

*CF = Conceptual Framework*

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| --- | --- | --- | --- | --- |
| Rating  Indicator | 1  Does Not Meet  Standard | 2  Acceptable | 3  Target/Exemplary | Score |
| Interpretation of  Student Learning  *CF: Skillful, Ethical InTASC 9* | No evidence or reasons  provided to support conclusions drawn in  “Analysis of Student  Learning” section. | Provides evidence but no (or  simplistic, superficial) reasons or hypotheses to support  conclusions drawn in “Analysis  of Student Learning” section. | Uses evidence to support  conclusions drawn in  “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals. |  |
| Insights on Effective  Instruction and  Assessment  *CF: Skillful, Ethical InTASC 9* | Provides no rationale  for why some activities or assessments were  more successful than  others. | Identifies successful and  unsuccessful activities or assessments and superficially  explores reasons for their  success or lack thereof (no use of theory or research). | Identifies successful and  unsuccessful activities and assessments and  provides plausible  reasons (based on theory or research) for their success or lack thereof. |  |
| Alignment Among  Goals, Instruction and Assessment  *CF: Skillful, Ethical InTASC 9* | Does not connect  learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning goals,  instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | Logically connects  learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. |  |
| Implications for  Future Teaching  *CF: Skillful, Caring InTASC 9* | Provides no ideas or  inappropriate ideas for redesigning learning  goals, instruction, and  assessment. | Provides ideas for redesigning  learning goals, instruction, and assessment but offers no  rationale for why these changes  would improve student learning. | Provides ideas for  redesigning goals, instruction, and  assessment and explains  why these modifications would improve student learning. |  |
| Implications for Professional Development  *CF: Skillful InTASC 9, 10* | Provides no  professional learning foals or goals that are not related to the  insights and experiences described in this  section. | Presents professional learning  goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals. | Presents a small number  of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals. |  |