

Teacher Work Sample Scoring Rubric

Candidate _____ Date _____

Evaluators _____

DIRECTIONS:

Using the scale below, please circle the appropriate number to represent the candidate's level of performance on each component of the Teacher Work Sample.

0 = Standard Not Met:

Performance fails to provide evidence of meeting the standard for the component of the Teacher Work Sample. Performance does not address the indicators of the standard.

1 = Standard Partially Met:

Performance provides evidence of partially meeting the standard for the component of the Teacher Work Sample. Performance addresses some of the indicators of the standard.

2 = Standard Met:

Performance provides evidence of meeting the standards for the component of Teacher Work Sample. Performance addresses all of the indicators of the standard.

Contextual Factors of Learning	0	1	2
<p><i>The teacher uses information about the learning-teaching context and student individual differences to plan instruction and assessment.</i></p> <p>Identifies and describes characteristics of the school, classroom, and students; relates characteristics of the school, classroom, and students to instruction; and adapts instruction and assessment to address factors in the learning-teaching context.</p>			

Learning Goals	0	1	2
<p><i>The teacher sets important, challenging, varied, and appropriate achievement targets.</i></p> <p>Provides achievement targets that clearly define what students should know and be able to do; achievement targets are linked to national, state, and local standards and long-term instructional goals; match students' current progress and development; address a variety of learning outcomes; and reflect high expectations for student learning.</p>			

Assessment Plan	0	1	2
<p><i>The teacher uses multiple assessment modes and approaches aligned with achievement targets to assess student learning before, during, and after instruction.</i></p> <p>Includes an assessment plan comprised of multiple assessment approaches and modes, including pre-assessments, formative assessments, and post-assessments, that align with achievement targets, and are developmentally appropriate; adapts assessments to accommodate student needs and individual differences; and provides rationales for assessments including validity, useability, and format.</p>			

Design for Instruction	0	1	2
<p><i>The teacher designs instruction for specific achievement targets, student characteristics and needs, and learning contexts.</i></p> <p>Includes learning activities that are aligned with achievement targets and student characteristics and needs; integrates technology into teaching and learning; provides opportunities for collaborations with families; presents accurate and up-to-date content that reflects knowledge of the discipline and modes of inquiry; adapts instruction to accommodate student needs and individual differences.</p>			

Instructional Decision Making	0	1	2
<p><i>The teacher responds to student feedback, evaluates instruction on the basis of this input and makes necessary adjustments to instruction to meet individual student needs and enhance instruction for all learners.</i> The teacher uses 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. The teacher constantly monitors and adjusts strategies in response to learner feedback. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p>			

Analysis of Learning Results	0	1	2
<p><i>The teacher uses assessment data to profile student learning, communicate information about student progress, and plan future instruction.</i></p> <p>Provides an accurate and clear summary of student performance on pre- and post-assessments; uses assessment data to draw conclusions about the learning of ALL students and to evaluate student performance on the achievement targets; disaggregates data as needed to inform conclusions about student learning.</p>			

Reflection	0	1	2
<p><i>The teacher reflects on his or her instruction and student learning in order to improve his or her teaching practice.</i></p> <p>Draws conclusions about the extent to which the achievement targets were met and cites evidence to support those conclusions; discusses questions and issues the instructional sequence raised about teaching and students; and reflects on aspects of the instructional sequence that were especially successful or effective and on how the instructional sequence might be taught differently or more effectively.</p>			