

## Teacher Work Sample II Rubric

### *Evangel University Education Department*

Student name:		Date:	Evaluator:
<b>Element 1: Learning Context</b>			<b>Score _____</b>
<b>3 points earned</b>	<b>2 points earned</b>	<b>1 point earned</b>	<b>Comments</b>
Strong evidence of knowledge of <b><u>community and school</u></b> (i.e., type of school, grade/subject configuration, socioeconomic status, ethnic makeup) for planning considerations. Description is based on factual information rather than assumptions.	Description of the community and school are general. Some context issues are addressed that would aid in planning.	Little description of the community and school is provided. Majority of information is based on assumption rather than fact. Little reference to how context impacts teaching and learning.	
Strong evidence of knowledge of the <b><u>classroom environment</u></b> (i.e., classroom rules and routines, physical arrangements, technology, social dynamics and grouping patterns, and scheduling) for planning considerations. Description is based on factual information rather than assumptions.	Description of the classroom environment is general. Some context issues are addressed that would aid in planning.	Little description of the classroom environment is provided. Majority of information is based on assumption rather than fact. Little reference to how context impacts teaching and learning.	
Strong evidence of knowledge of <b><u>student characteristics</u></b> (i.e., number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs) for planning considerations. Description is based on factual information rather than assumptions.	Description of student characteristics is general. Some context issues are addressed that would aid in planning	Little description of student characteristics is provided. Majority of information is based on assumption rather than fact. Little reference to how context impacts teaching and learning.	

<b>Element 2: Instructional Plan</b>			<b>Score</b> _____
<b>3 points earned</b>	<b>2 points earned</b>	<b>1 point earned</b>	<b>Comments</b>
All objectives are significant and appropriately aligned to standards, frameworks or GLEs	Most objectives are significant and/ or appropriately aligned to standards, frameworks or GLEs	Objectives may not be significant and/or appropriately aligned to standards, frameworks or GLEs	
All objectives were clear and measurable.	Objectives show some evidence of being clear and measurable.	Objectives show little evidence of being clear and measurable.	
Strong evidence lesson structure is consistent with elements of effective instruction (i.e., anticipatory set, input, guided practice, etc.)	Some evidence elements of effective instruction were used.	Little evidence elements of effective instruction were used.	
Evidence of accurate representation of content	Minor errors in representation of content	Inaccurate or multiple errors in content.	
Strong evidence of a variety of instructional activities used during instruction.	Some evidence of a variation in teaching activities during instruction.	Little evidence of variation in teaching activities during instruction.	
Strong evidence of adaptations for specific student needs identified in the learning context.	Some or overly general evidence of adaptation for student needs	Little evidence of adaptation for student needs	

<b>Element 3: Assessment Plan</b>			<b>Score</b> _____
<b>3 points earned</b>	<b>2 points earned</b>	<b>1 point earned</b>	<b>Comments</b>
Strong evidence assessment plan is connected to learning objectives and instruction	Some evidence assessment plan is connected to objectives and instruction	Minimal evidence assessment plan is connected to objectives and instruction	
Strong evidence criteria for performance standards are clearly stated	Some evidence criteria for performance standards are stated but unclear	Minimal evidence criteria for performance standards are clearly stated	
Strong evidence of multiple types of assessment that meet diverse student needs	Some evidence of multiple types of assessment that meet diverse student needs	Inappropriate or minimal evidence of multiple types of assessment that meet diverse student needs	
Copies of assessments reveal strong evidence of technical quality	Copies of assessments reveal some evidence of technical quality	Copies of assessments are inappropriate	

<b>Element 4: Instructional Decision Making</b>			<b>Score</b> _____
<b>3 points earned</b>	<b>2 points earned</b>	<b>1 point earned</b>	<b>Comments</b>
Strong evidence of planned instructional modifications tied to pretest analysis	Evidence of a pretest analysis with general provision for alternative instruction	Minimal evidence of pretest or adjustments in planning based on pretest analysis	
Two separate instances reveal strong evidence of reflection in action during the teaching sequence that required a modification	Two instances reveal evidence of reflection. Reflection may not be during instructional sequence or did not result in a specific modification.	Only one reflection based on instructional sequence.	
Theories of learning were accurately represented as part of the reflection	Theories of learning were included, but may have slight errors in application	Theories of learning were vague or inaccurate	

<b>Element 5: Analysis of Student Learning</b>			<b>Score</b> _____
<b>3 points earned</b>	<b>2 points earned</b>	<b>1 point earned</b>	<b>Comments</b>
The narrative analysis clearly describes a strong link between student achievement and instruction.	The narrative analysis summarizes link between student achievement and instruction	The narrative analysis does not connect student achievement and instruction	
Table accurately reflects individual student achievement on pre and post test and clearly identifies criterion	Table reflects individual student achievement on pre and post test and identifies criterion	Table may not reflect individual student achievement on pre and/or post test or criterion. Table may be difficult to interpret.	
Graph clearly reflects individual student achievement on pre and post test	Graph reflects individual student achievement on pre and post test	Graph does not clearly reflect individual student achievement on pre and post test	

<b>Element 6: Reflection and Self Evaluation</b>			<b>Score</b> _____
<b>3 points earned</b>	<b>2 points earned</b>	<b>1 point earned</b>	<b>Comments</b>
Detailed reflection on all elements: learning context, instructional plan, assessment plan, instructional decision making and analysis of student learning.	Reflection on some of the elements or overly general reflection.	Minimal reflection on the elements.	
Strong evidence of reflection on communication.	Some evidence of reflection on communication.	Minimal reflection on communication.	
Strong evidence of ability to recognize a need to improve plan to increase student achievement.	Some evidence of ability to recognized a need to improve plan to increase student achievement.	Minimal evidence of ability to recognize any improvement to increase student achievement.	
Strong evidence of recognition of technology as a means to improve student achievement.	Some evidence of recognition of technology as a means to improve student achievement.	No evidence of recognition of any correlation between technology as a means to improve student achievement.	
Strong evidence of recognition school personnel and community resources as a means to improve student achievement.	Some evidence of recognition of school personnel and community resources as a means to improve student achievement.	Minimal evidence of recognition of any correlation between school personnel and community resources as a means to improve student achievement.	

**All elements must be passed with a  $\geq 2$  average score**

Adapted from The Renaissance Group (2001, 2002), Idaho State University (2003), and NWMSU (2003)