

Teacher Work Sample Rubric- All Content Areas

Student Name:

The Supervisors will check the box for the appropriate levels. They will then submit it to the Student Teaching Office, who will upload the rubrics to Blackboard Learn. If you want to give your students a copy, please print this form.

TWS Assessment Rubric

Exceeds Expectations/Target: The teacher candidate demonstrates expanded, comprehensive knowledge and understanding of the standard; can consistently apply the standard in a field setting; can skillfully integrate appropriate standard behaviors into an overall lesson; and can critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction. This evaluation is reserved for initial licensure candidates who substantially exceed the expectations for proficiency. Receiving this evaluation does not raise the “satisfactory” grade recorded for student teaching

Proficient/Acceptable: The teacher candidate demonstrates substantial knowledge and understanding of the standard or disposition and is able to demonstrate the standard in a field placement independently and to assess student learning and evaluate teaching performance. This is the level expected for recommendation for provisional licensure.

Unacceptable: The teacher candidate does not meet either of the above levels of proficiency.

Teacher Work Sample

	Target: Exceeds Expectations	Proficient/Acceptable	Unacceptable
Part A: Description of Context: School/Community (TQS 1.A, 3.H, 6.B)	Identifies school and community demographic characteristics that may influence student learning <input type="checkbox"/>	Provides general description of school and community demographic characteristics that influence student learning <input type="checkbox"/>	Identifies few school and community demographic characteristics that may influence student learning <input type="checkbox"/>
Part A: Description of Context: Description of Students (TQS 6.A)	Provides specific descriptors for students enrolled and the amount of instructional time allocated for students <input type="checkbox"/>	Provides general information for students enrolled and amount of instructional time allocated for students <input type="checkbox"/>	Provides no accounting of students enrolled or amount of allocated instructional time <input type="checkbox"/>
Part A: Description of Context: Behavior Management Plan (TQS 2.F, 5.A, 6.B)	Provides a consistent plan for an effective classroom learning environment, effective use of time and space, and meaningful student involvement in learning. Plans for interactions with students are positive and respectful of students' dignity and learning <input type="checkbox"/>	Provides a plan for establishing an effective classroom learning environment; includes class schedule, and all procedures so students understand expectations for effective classroom learning environment <input type="checkbox"/>	Includes few specifics for establishing an effective classroom learning environment <input type="checkbox"/>

<p>Part A: Description of Context: Significance and Implications (TQS 1.A, 1.F)</p>	<p>Specifically states ways in which the TWS builds upon student strengths and includes modifications to meet the unique needs of students. References are cited to support instructional planning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Provides general information describing ways in which the TWS builds upon student strengths and general modifications for meeting the needs of students. Limited references are cited to support instructional planning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Provides no information to demonstrate planning regarding student strengths and no modifications for students. Included unprofessional references or no references</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>TWS Part B-Preplanned Unit of Study with Assessments (TQS 1.A, 1.B, 1.C, 1.D, 1.E, 2.D, 3.E)</p>	<p>Includes all required elements with supporting details; intended student outcomes and proficiency levels are clearly defined. Every goal is addressed with appropriate learning opportunities tied to student experiences and interests to deepen learning across content areas.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Includes required elements with some detail; includes all content areas as listed</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Includes few required elements or lacks detail</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>TWS Part B-Unit Overview (TQS 1.A, 3.B)</p>	<p>Narrative describes effective instructional planning supported by research with citations and clearly articulates assessments to evaluate student learning in meaningful ways. Includes links to previous learning and long-term student learning based upon completion of the unit</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Narrative generally describes effective instructional planning with limited research citations and outlines assessments for evaluating student learning. Includes links to previous learning and long-term student learning based upon completion of the unit</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Narrative does not describe effective instructional planning or research citations. No plan for assessment is included. No links to previous learning or long-term student learning based upon completion of the unit in included.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<p>TWS Part B- Lesson Plans (TQS 1.A, 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.H)</p>	<p>Incorporates comprehensive instructional plans to guide student learning related to the unit goals. Lesson plans must include objectives, standards, modifications/ differentiation, steps of lessons and assessment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Incorporates instructional plans to guide student learning related to the unit goals. Lesson plans include objectives, standards, modifications/ differentiation, steps of lessons and assessment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Lesson plans do not relate to unit goals. Required elements of lessons plans are missing.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>TWS Part C –Teacher Reflection (TQS 3.H, 6.A)</p>	<p>Includes an extensive analysis of students’ demonstrated conceptual understandings based upon formative and summative assessments. Describes adjustments to teaching in order to improve teaching practices and increase student learning. All reflections are included and dated.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Includes an analysis of students’ demonstrated conceptual understandings based upon formative and summative assessments. Describes limited adjustments to teaching in order to improve teaching practices and increase student learning. All reflections are included and dated.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Attempts to analyze students’ demonstrated conceptual understandings based upon formative and summative assessments but lacks clarity. Does not describe adjustments to teaching in order to improve teaching practices and increase student learning. Reflections are poorly written or are missing.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Supervisor’s Signature:

Date: