

## Teacher Work Sample Scoring Rubric

<b>Context of Teaching</b>			
<b>Not Evident - 0</b>	<b>Emerging - 2</b>	<b>Proficient - 3</b>	<b>Advanced – 4</b>
Includes little to no information on grade level, subject area, and the class.	Includes limited information about grade level, subject area, and the class.	Includes adequate information about grade level, subject area, and specific information about the class as a whole.	Includes grade level, subject area, and specific information about the class as a whole, including details about individual learning and behavioral needs.
Comments:			
<b>Stage One</b>			
<b>Not Evident – 0</b>	<b>Emerging - 1-6</b>	<b>Proficient - 7-10</b>	<b>Advanced - 11-12</b>
No evidence of standards, understandings, essential questions, knowledge or skills.	Includes standards relevant to the unit, with limited understandings, essential questions, and knowledge/skills.	Includes standards directly relevant to the unit, articulates overarching and topical understandings, presents overarching and topical essential questions written in “student language,” and identifies key knowledge/skills that equip students with understanding.	Comprehensive representation of standards, understandings, essential questions, and knowledge/skills that equip students with understanding as represented in proficient criteria.
Comments:			
<b>Pre-Assessment</b>			
<b>Not Evident – 0</b>	<b>Emerging - 1-5</b>	<b>Proficient - 6-8</b>	<b>Advanced - 9-10</b>
No pre-assessment is given.	Pre-assessment is conducted. (Copy of assessment included). Analysis of whole class results informs teaching.	Assessment is age/subject appropriate. (Copy of assessment included). Analysis of results demonstrates whole class and individual results that inform teaching.	Authentic Assessment is age/subject appropriate. (Copy of assessment and rubric included). Analysis of results demonstrates whole class and individual results that inform teaching.
Comments:			

## Teacher Work Sample Scoring Rubric

### Stage Two

*If authentic assessment is not feasible in current student teaching setting, see program director to accommodate plans for the TWS*

Not Evident – 0	Emerging - 1-6	Proficient - 7-10	Advanced - 11-12
Assessment is not evident throughout the unit.	Assessment is present, but not authentic or age/subject/developmentally appropriate.	Evidence of a performance task assessed by a rubric, criteria sheet, etc.	Evidence of performance task with rubric, informal assessment of knowledge and skills, and provision for student self-assessment.

Comments:

### Lesson Plans

Not Evident - 0	Emerging - 1-11	Proficient - 12-17	Advanced - 18-20
Incomplete lesson plans that do not contain adequate requirements.	Lesson plans include most of the listed components. There is not a continuous flow from standard to objective to assessment. Little evidence of student engagement in the content.	Lesson plans include all listed components with a clear connection from standard to objective to assessment. There is evidence of student engagement. Student teacher and cooperating teacher feedback is evident on plans. Modifications are provided as needed to meet individual student needs.	Lesson plans include all listed components with a clear thread from standard to objective to assessment. Students are actively engaged and a variety of methodologies are used. Student teacher and cooperating teacher feedback is evident on plans. Modifications are provided as needed to meet individual student needs.

Comments:

### Reflection

Not Evident - 0	Emerging - 1-6	Proficient – 7-10	Advanced 11-12
Reflection is not included.	Reflection partially answers questions provided. Reflection is limited in scope and lacks an analysis of both student and personal learning.	Reflection substantially answers questions provided. Reflection on BOTH student learning progress and personal professional growth are evident. Some modifications to content and/or methodology are addressed in light of the teaching/learning process.	Reflection thoroughly and completely answers questions provided. Reflection on BOTH student learning progress and personal professional growth are evident. Multiple specific modifications to content and methodology are addressed in light of the teaching/learning process.

Comments:

<b>Novice 0-18</b>	<b>Emerging 19-41</b>	<b>Proficient 42-63</b>	<b>Advanced 64-70</b>
--------------------	-----------------------	-------------------------	-----------------------

Total Points: 66/70

(42 points required to pass TWS)

## Teacher Work Sample Scoring Rubric

---

--