

Teacher Work Sample Rubric - Northwest Missouri State University

Student Name:	Date:	Evaluator:
Major:	919#:	University Supervisor:

0 Points Earned*	1 Point Earned	2 Points Earned	
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* If a student averages less than 1 on any of the eight elements, the student will correct and resubmit the teaching unit before a student teaching grade is issued

Element 1: Learning Context			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence of knowledge about community, school, learning level & differences among learners for planning considerations	Demonstrated competence in the knowledge of community, school, learning level & difference among learners for planning considerations	Demonstrated exemplary evidence of knowledge of community, school, learning level & differences among learners for planning considerations (Evidence seen in Element 4 as well)	1A	1: Content 2: Learners 3: Diversity 8: Assessment	
No evidence for planning for assessment or instruction connected to learning context	Demonstrated competence of planning for assessment and instruction is connected to learning context and elements 3 and 4	Demonstrated exemplary evidence of planning for assessment and instruction connected to learning context and elements 3 and 4	1B		
No evidence of the impact of diversity (racial, ethnic, socioeconomic, special needs) on planning and instruction	Demonstrated competence of the impact of diversity (racial, ethnic, socioeconomic, special needs) on planning and instruction	Demonstrated exemplary evidence of the impact of diversity (racial, ethnic, socioeconomic, special needs) on planning and instruction	1C		
Element 2: Learning Objectives			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence objectives were stated using criteria that are measurable, observable, nor that is behavioral	Demonstrated competence in stating learning objectives using criteria that are measurable, observable, and behavioral	Demonstrated exemplary evidence in stating learning objectives using criteria that are measurable, observable & behavioral	2A	1: Content 2: Learners 4: Curriculum 5: Instruction	
No evidence objectives are student-centered	Demonstrated competence in developing student-centered objectives	Demonstrated exemplary evidence that objectives are student-centered	2B		
No evidence objectives are tied to standards (State/GLE's, National, and/or Local Standards)	Demonstrated competence in linking objectives to standards (State/GLE's, National, local standards, and/or curriculum guide/map)	Demonstrated exemplary evidence linking objectives to standards (State/GLE's, Show-me State, National, local standards, and/or curriculum guide/map)	2C		
No evidence objectives are significant, challenging and/or varied to meet learner needs (no modifications)	Demonstrated competence in meeting learner needs by using significant, challenging, and varied objectives (limited/or general modifications)	Demonstrated exemplary evidence of meeting learner needs by using significant, challenging, and varied objectives (made appropriate modifications based on Pre-Test Evidence and learning context)	2D		

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Element 3: Assessment plan (Must be in matrix form)			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence assessment plan is connected to objectives and instruction. No evidence of assessment plan	Demonstrated competence in connecting assessment plan to objectives and instruction	Demonstrated exemplary evidence that assessment plan is connected to objectives and instruction	3A	1: Content 3: Diversity 5: Instruction 8: Assessment	
No evidence criteria for performance standards are clearly stated	Demonstrated competence in clearly stating criteria for performance standards	Demonstrated exemplary evidence that criteria for performance standards are clearly stated	3B		
Inappropriate or no evidence of assessment	Demonstrated competence in developing varied and appropriate assessments that meet diverse student needs defined in learning context	Demonstrated exemplary evidence of multiple types of assessments that meet diverse student needs defined in learning context	3C		
No evidence questions and activities were selected and designed regarding technical quality	Demonstrated competence in selecting and designing questions and activities with appropriate technical aspects	Demonstrated exemplary evidence selecting and designing appropriate questions and activities. Learners were able to self and/or peer assess when feasible.	3D		
Element 4: Teaching Unit Instructional Plan (Must be your original work. Use parallel lesson form)			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence learning objectives are connected to each other	Demonstrated competence in connecting several learning objectives	Demonstrated exemplary evidence of connecting all learning objectives	4A	1: Content 2: Learners 3: Diversity 5: Instruction 7: Communication	
No evidence of instructional planning. Lesson information inaccurate or weak.	Demonstrated competence in planning instruction based on adequate information about content and/or skills	Demonstrated evidence in planning instruction based on exemplary and accurate representation of content and/or skills	4B		
No evidence elements of a teaching model were used	Demonstrated competence in using several aspects of a model. Must include: objectives and formal or informal assessment methods	Demonstrated exemplary evidence that lesson and unit structure are consistent with a research-based teaching model (<i>Hunter, Learning cycle, School district model, etc.</i>)	4C		
No evidence of variation in instructional activities, assignments, and resources	Demonstrated competence in varying instructional activities, assignments, and resources	Demonstrated evidence of a variety of exemplary instructional activities, assignments, and resources that are feasible, appropriate and sound	4D		

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Element 4: Teaching Unit Instructional Plan (continued)			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence activities are relevant and appropriate to content	Demonstrated competence in selecting activities that are relevant and appropriate to the content	Demonstrated evidence in selecting exemplary activities that are relevant and appropriate to the content	4E	1: Content 2: Learners 3: Diversity 5: Instruction 7: Communication 11: Technology	
No evidence of a decision to use technology when appropriate (Mark NA if not appropriate)	Technology is used to some degree. Teacher uses technology as teaching tool, but not with the learner (Website references)	Available technology is used appropriately by teacher and learner to enhance content and learning objectives in a meaningful way	4F		
No evidence of planning for diverse learners	Demonstrated evidence of planning for diverse learners, but did not use the Parallel Lesson Plan	Demonstrated evidence of planning for diverse learners through the use of the Parallel Lesson Plan	4G		
No evidence of the planned use of a variety of media communication tools	Demonstrated competence in using a variety of media communication tools (video, DVD, periodicals, other)	Demonstrated exemplary evidence of the planned use of a variety of exemplary media communication tools (video, DVD, periodicals, other)	4H		
Element 5: Instructional Decision-Making			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence of a match between teaching strategies and content	Demonstrated competence in matching teaching strategies and content	Demonstrated exemplary evidence of a match between teaching strategies and content. Solid reasons and match of teaching strategy with content shows a high level of forethought and preparation or strategy matches content and reasons are given.	5A	1: Content 5: Instruction 8: Assessment	
No evidence of adjustments in planning based on analysis of student learning.	Provided evidence of a planned check for understanding but no provision for alternative instruction to address results	Evidence of planned instructional modifications are linked to preplanned check for understanding analysis.	5B		
Element 6: Analysis of Student Learning			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
(Data Presentation) No evidence of qualitative and/or quantitative data	(Data Presentation) Evidence of qualitative and/or quantitative data with pre & post assessment data	(Data Presentation) Evidence of exemplary qualitative and quantitative data with graphic representation or data table	6A	5: Instruction 8: Assessment 11: Technology	
(Data Analysis) None or only anecdotal analysis of student learning	(Data Analysis) Some narrative analysis of overall class achievement	(Data Analysis) Exemplary analysis linking achievement to instruction	6B		

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Element 7: Reflection and Self-Evaluation			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
Reflection of 0-2 of the elements above	Reflection on at least 3-4 of the elements above	Reflection on 5-6 of the elements above	7A	4: Curriculum 6: Classroom Management 8: Assessment 9: Reflection 10: Professionalism 11: Technology	
(Self improvement) No evidence identified weaknesses / strengths or a plan for self improvement	(Self improvement) Provided evidence of the ability to identify weaknesses and strengths but, no plan identified for self improvement	(Self improvement) Provided evidence of ability to identify weakness and strengths and developed a plan for self improvement	7B		
(Student Achievement) No evidence able to recognize any improvement of the unit plan	(Student Achievement) Recognized a need to improve student achievement	(Student Achievement) Recognized a need to improve/enhance students achievement with a plan	7C		
(Plan for Improvement) No evidence able to recognize any improvement of the unit plan	(Plan for Improvement) Recognized aspects of the unit plan that can be improved	(Plan for Improvement) Recognized and elaborated on aspects of the unit plan that can be improved	7D		
No evidence of recognition of any correlation between technology and the activities in the unit to increase student learning	Demonstrated competence in using technology to improve student learning	Demonstrated exemplary use of technology (if available) to improve student learning. If unavailable, explains what technology could have been used	7E		
No evidence of reflection on classroom management	Recognition of the use of a classroom management plan and how it can be improved	Evidence of the use of a classroom management plan. Compared and contrasted the cooperating teachers classroom management plan to the plan that the teacher candidate intends to implement	7F		
No evidence of the unit's place in the curriculum	Provided understanding of how this unit fit into the district curriculum guide / map / pacing chart/ other	Provided exemplary understanding of how this unit fits into the district curriculum guide / map / pacing chart /other (including detailed explanation)	7G		
No evidence of collaboration with school and community resources and personnel	Adequate reflection on how the teacher candidate participated in collegial activities and utilized school and community resources	Exemplary reflection on how the teacher candidate participated in collegial activities and utilized school and community resources	7H		
Element 8: Organization, readability, spelling, and grammar			Points	MoSTEP Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
TWS is unorganized, difficult to read, has many spelling and grammar errors which impede meaning. Inadequate work sample.	Evidence the TWS is organized, readable, and uses correct spelling and grammar (few errors that do not impede meaning). Adequate work sample.	Evidence the TWS is well-organized, readable, and uses correct spelling and grammar (few, minor errors). Exemplary work sample.	8A	7: Communication	
*NOTE: Standard 7 also addressed in the University supervisor and cooperating teacher evaluations					