

## Teacher Work Sample Scoring Rubric - Northwest Missouri State University

<b>Teacher Candidate:</b>	<b>Date:</b>	<b>Evaluator:</b>
<b>Major:</b>	<b>919#:</b>	<b>University Supervisor:</b>
* If a teacher candidate scores less than 3 points on any section, he/she will correct and resubmit the teaching unit before a grade in student teaching is issued		

	Needs Revision			Meets Standards		Comments	MoSPE Standards	
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 1: Learning Context: Data Reporting and Planning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>			
1.1 Learning context includes detailed description of student, classroom, school and community characteristics (may include racial, socioeconomic, special needs, linguistic, culture, etc.), reference your 5 day report and learning context demographic form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management	<input type="checkbox"/>
1.2 Candidate explains how your specific student, classroom, school, and community characteristics influenced your classroom management plan (outline district/building/classroom plan; discuss specific plans for developmental/special needs behaviors, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
1.3 Candidate explains how specific characteristics influence the development of your learning objectives (prior knowledge, student support, necessary modifications, adaptations and/or accommodations, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.4 Candidate anticipates how specific characteristics may influence your selection of teaching strategies (grouping considerations, utilize community expertise, use of technology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.5 Candidate documents interview/collaborative discussion with cooperating teacher regarding learning context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

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Element 2: Learning Objectives	0	1	2	3	4	Comments	MoSPE Standards	
2.1 Learning objectives are written in a research-based format (such as audience, behavior, condition, degree [ABCD] or specific, measurable, attainable, related, time-bound [SMART]) (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>1. Content Knowledge</b> <b>2. Learners and Diversity</b> <b>3. Curriculum</b> <b>4. Instruction</b> <b>5. Classroom Management</b> <b>6. Effective Communication</b> <b>8. Professional Practice</b> <b>9. Professional Collaboration</b>	
2.2 Learning objectives are aligned to standards (national or state or district curriculum maps, if appropriate). Are you using a national, state, or local curriculum map? Include the language of the standard (organized in a table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.3 Candidate links learning objectives to multiple instructional strategies (appropriate for the objective), appropriate learning theories (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.4 Candidate lists possible assessment strategies, both formative and summative, appropriate for each learning objective (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.5 Candidate justifies in detail why and how each possible learning objective is aligned with the indicated instructional strategies and technology (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.6 Based on pre-test results, candidate explains any needed changes to learning objectives and/or explains why no changes are needed (includes completed student copies of pre-test and revised objectives) (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

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Element 3: Assessment plan	0	1	2	3	4	Comments	MoSPE Standards	
3.1 Candidate identifies all formative and summative learning assessments (column 2) used for each learning objective (column 1 of the table) included in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
3.2 Candidate includes <u>multiple</u> assessment strategies appropriate to the context and objectives. (include in column 2 table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.3 Candidate <u>explains</u> in detail why each formative and summative assessment was chosen in the rationale column of the table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.4 Candidate includes consistent and appropriate accommodations/adaptations for the context and objectives (column 3 of the table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.5 Candidate anticipates/connects learning objectives to instructional strategies to assessments planned for the unit (narrative paragraph: addresses how and why).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

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Element 4: Instructional Plans	0	1	2	3	4	Comments	MoSPE Standards
4.1 Instructional plans are consistent with a research-based format in parallel format (Hunter, learning cycle, district model, etc.). Indicate if you have made adjustments to objectives following pre-assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge
4.2 Instructional plans demonstrate the candidate's knowledge of the content and academic language of the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2. Learners and Diversity
4.3 Instructional plans demonstrate the candidate's ability to use multiple (minimum of 3) subject-specific teaching strategies appropriate to the context of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3. Curriculum
4.4 Instructional plans include appropriate ways (minimum of 2) of facilitating learner expression in speaking, writing, listening, and communicating through other media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4. Instruction
4.5 Instructional plans list specific strategies for maintaining student engagement throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5. Classroom Management
4.6 Instructional plans indicate candidate's ability to manage time, space, transitions, and activities (pacing, routines, stations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication
4.7 Candidate includes copies of all instructional materials (handouts, worksheets, powerpoints, assessments, rubrics, answer keys, and samples of student work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7. Assessment
							8. Professional Practice
							9. Professional Collaboration

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Element 5: Instructional Decision-Making	0	1	2	3	4			
5.1 Candidate explains two changes made during your student teaching experience due to unforeseen circumstances and reflects upon how these affected student learning (such as technology malfunctions, fire alarms, student illness, unexpected learning outcomes, incorporating current events associated with the lesson, etc.) (May not be related to your TWS unit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>

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Element 6: Analysis of Student Learning	0	1	2	3	4			
6.1 Candidate presents quantitative data with graphic representation or data table of <u>whole class achievement</u> on at least <u>two objectives</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
6.2 Candidate presents quantitative data with graphic representation or data table of selected <u>subgroup achievement</u> on at least <u>two objectives</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6.3 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for <u>the whole class</u> (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6.4 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for the <u>subgroups</u> (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

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<b>Element 7: Reflection and Self-Evaluation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>			
7.1 Candidate reflects on effectiveness of his/her classroom management plan (I learned.....I applied.....I changed [or would change]...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction	<input type="checkbox"/>
7.2 Candidate reflects on the importance of collegial and collaborative activities and professional development (I learned.....I applied.....I changed...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5. Classroom Management 6. Effective Management 7. Assessment	<input type="checkbox"/>
7.3 Candidate reflects on self-improvement <u>in planning and teaching</u> the unit, identifying strengths and weaknesses (I learned.....I applied.....I changed...) Address at least 2 of the following: objectives, lesson plans, instructional strategies, assessments, student engagement, student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>

	Needs Revision - DOES NOT PASS	Meets Standards - PASS	Comments	MoSPE Standards	
	<b>0</b>	<b>3</b>			
<b>Element 8: Organization, readability, spelling, and grammar</b>					
8.1 Work Sample is well-organized, uses academic language, and demonstrates the use of standard English conventions, such as the correct use of standard grammatical rules (verb tense, subject-verb agreement, quotations, active/passive verbs, etc.) THIS ELEMENT IS PASS/FAIL	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>