



Department of Education

Teacher Work Sample Rubric

Semester: Spring 2016

(last updated 12/16/15)

Scoring Rubric

0-Not Acceptable: Teacher Work Sample components are missing, inaccurate, or irrelevant.

1-Minimal: Some Teacher Work Sample components are included, but student demonstrates level of understanding that is below expectations via limited application of key principles of instruction and learning.

2-Basic: All Teacher Work Sample components are included, and student demonstrates level of understanding that meets expectations at this point in teacher development.

3-Proficient: All Teacher Work Sample components are included, and student demonstrates a high level of understanding by showing higher-order thinking, creativity, and strongly supports statements with examples.

Section I: Unit Plan	Not Acceptable (0)	Minimal (1)	Basic (2)	Proficient (3)	Score	Comments
Core Standards (Utah/ Common Core) (4a, 6a)	USOE core standards are not included/ or identified.	USOE core standards are identified, but do not completely align with lesson objectives outlined in the unit plan.		USOE core standards are identified and well aligned with lesson objectives.	/3	
Enduring Understanding/Big Idea(s) (4b)	Enduring understanding is not included, or is vague and unclear.	Enduring understandings do not outline key generalizations and major concepts, and/or are not aligned with core standards.		Enduring understandings are succinct key generalizations/major concepts. Enduring understandings are aligned with core standards.	/3	
Essential Questions (4a, 4b, 6b)	Essential questions are not listed.	Essential questions are listed, but represent trivial learning. Essential questions do not align to unit's big ideas and identified core standards.	Essential questions yield inquiry and argument but are not aligned completely with unit's big ideas and core standards Essential questions align with the unit's big ideas and the identified core standards.	Unit plan indicates alignment among essential questions, lesson objectives, and assessments.	/3	
Acquisition of Concepts Focus on what students need to know (6c, 6d)	List of concepts is missing.	The list of concepts is incomplete, and does not list all key concepts that students need to know.		The list of concepts provided is complete, and focuses on what students need to know. Unit plan indicates alignment between concepts and standards in the Learning Plan section.	/3	
Acquisition of Skills Focus on what students should be able to do (3f, 4d, 4e, 6d, 6e, 7a,	Skills are not identified in the unit plan.	The skills identified are incomplete and/or are not actions.		The skills identified in the unit plan focus on what students should be able to do and are written as actions. Unit plan indicates alignment between skills and	/3	

7b, 7d)				standards in the Learning Plan section. Skills include read, write, and discuss, among other skills.		
Lesson Objective and Instructional Strategies Minimum of 1) Pre-assessment, 2) Three lessons, and 3) Post-assessment (1a, 7a, 7b, 7d, 7f, 7g)	Missing objectives and instructional strategies for each lesson.	Objectives and instructional strategies do not align to standards, concepts, skills, and enduring understandings.	Objectives and instructional strategies include each lesson objective, and align to standards, concepts, skills, essential questions and enduring understandings.	Objectives and instructional strategies align with appropriate strategies and are developmentally appropriate, research-based, and actively engaging.	/3	
Assessment Plan (4a, 5a, 5f, 6e)	Assessments are missing.	Does not include formative and summative for each lesson, and/or assessments described and identified do not align to other unit plan components (e.g. core standards, enduring understandings, concepts and skills).	Designs pre- and post-assessment for the unit, and designs formative and summative assessments to appropriately measure knowledge and skills for <u>each</u> lesson.	Designs assessments that are meaningful and relevant to the learning experience, and that assess learning at higher depth of knowledge (DOK).	/3	
Section I Total Score					/21	

Section II: Lesson Plans (UETS 4-8)	Not Acceptable (0)	Minimal (1)	Basic (2)	Proficient (3)	Score	Comments
Contextual Factors & Classroom Environment (2a)	Missing contextual factors and description of classroom environment.	Includes some contextual factors and description of classroom environment, but factors and description are incomplete.		Includes detailed descriptions of contextual factors of student demographics (e.g., total number of students, gender, ethnicity, exceptionalities including IEPs and gifted/talented, language proficiency) and classroom environment.	/3	
Content and Language Standards/ Objectives based on Utah Core Standards (6a)	Missing content/language objectives and core standards.	Includes content and language objectives, but objectives do not fully align to core standards.		Includes content and language objectives that clearly align with core standards. Objectives are specific and measurable.	/3	
Assessment Evidence (1a, 2a, 2b, 2c, 3d, 5a, 5b, 5c)	Missing formative and summative assessments.	Includes some formative and summative assessments, but assessments do not completely align with objectives.		Includes detailed formative and summative evidence that aligns with objectives, and includes modifications/accommodations for diverse learners based on contextual factors (e.g. ELLs, students with disabilities, advanced students, students who are not meeting learning goals). Identifies and shares with students the elements of quality work. Lesson assessments align with unit pre- and post-assessments.	/3	

Modifications and Accommodations (2a, 3d)	Does not include modifications and accommodations based on contextual factors.	Includes some modifications in lesson plan, but modifications may be inappropriate or incomplete for diverse learners based on contextual factors.		Includes modifications/accommodations that are appropriate for diverse learners based on contextual factors. Focuses on differentiation of content, process, and/or product according to the needs of specific learners.	/3	
Active Learning Plan (1a, 2a, 2b, 2c, 3d, 5b, 5c)	Missing major components of the active learning plan.	Includes some major components of the active learning plan, but connection is limited among objectives, assessments, and modifications and accommodations based on contextual factors.		Includes all components of active learning plan, and makes strong and detailed connections among objectives, assessments, and modifications/accommodations based on contextual factors (e.g. ELLs, students with disabilities, advanced students, students who are not meeting learning goals). Provides ongoing, descriptive feedback to guide learners' progress in producing quality work.	/9 Weighted X 3	
Technology (2b, 3e)	No technology is included in the lesson.	Lesson includes technology resources, but resources are not appropriate to student learning and engagement.		Includes multiple media and technology resources to support instruction and engage students in learning.	/6 Weighted X 2	
Lesson Closure (6b)	Missing lesson closure.	Closure includes a lesson summary, but is limited in reviewing objectives and/or vocabulary.		Closure reviews content and language objectives, vocabulary, essential questions, and includes student interactions, reflection, and/or demonstrations.	/3	
Teaching Notes (6b)	Missing teaching notes and materials needed.	Includes teaching notes and materials needed.			/2	
Lesson Reflections (8a)	Missing lesson reflections.	Lesson reflection is provided but is incomplete, and/or is missing for one or more lessons.		Reflection uses a variety of data to evaluate the outcomes of teaching and learning, and adequately addresses the reflection questions on the lesson plan form. Reflection is included for each lesson plan.	/3	
Section II Total Score					/35	

Section III: Assessment of Student Learning (UETS 5)	Not Acceptable (0)	Minimal (1)	Basic (2)	Proficient (3)	Score	Comments
Class Demographics (2a)	Missing class demographics.	Does not include all class demographics. May not use tables and graphs appropriately within demographics section.		A written description summarizes the following information: a) Total number of students b) Gender c) Ethnicity d) Exceptionalities (IEPs and gifted/talented) e) Language Proficiency f) Focus students identified, and justification for selection of these students is provided Appropriate tables and graphs selected to display	/6 Weighted X 2	

				data.		
Table of Assessment Data (5e)	Table of assessment data is missing.	Table of assessment data is included, but is missing details.		Table(s) of assessment data includes Question Grid with assessment items, and Question-by-Question Analysis of student scores. (Similar to Assessment assignment in 3420) A written description summarizes table information.	/3	
Graphs of Pre- and Post-Assessment Data Results (5d)	Graphs of pre- and post-assessment results are missing.	Graphs of data are included, but are missing details.		Graphs illustrate pre- and post-assessment results of a) whole class, b) focus students, and c) relevant subgroups from class contextual factors. A short written description summarizes graph information.	/6 Weighted X 2	
Written Analysis of Assessment Results (5d)	Written analysis of assessment results is missing.	Written analysis of results is included, but is missing details.		Discusses in depth the pre and post assessment findings of whole class and target students based on the assessment data table. Includes most frequently missed items.	/3	
Written Synthesis of Assessment Results (5d)				This synthesis includes an action plan for target students based upon the pre-assessment analysis. Also included is a post-assessment synthesis reflecting upon the action plan.	/3	
Validity (5f)	Discussion of validity is missing.	Describes assessments, but fails to adequately address validity.		Describes details of the assessments that affect their validity to measure student learning.	/3	
Section III Total Score					/24	

Section IV: Self-Evaluation	Not Acceptable (0)	Minimal (1)	Basic (2)	Proficient (3)	Score	Comments
Post teaching: Reflection (5d, 8a) of student learning				Reflects upon the process and effectiveness of analyzing data to evaluate the outcomes of student learning.	/3	
Reflection of differentiation practices				Uses data to reflect upon how planning and practice were adapted for target students.	/3	
Reflection of culturally responsive instruction				Describes how instruction supports the cultural and linguistic diversity of students.	/3	
Reflection of research connections				Reflects upon the connection of current research-supported practices within lessons taught.	/3	
Reflection on TWS				Describes growth of personal and professional learning through teaching this unit and preparing TWS.	/3	
Section IV Total Score					/15	

Section V: Organization	Not Acceptable (0)	Minimal (1)	Basic (2)	Proficient (3)	Score	Comments
TWS Organization		Includes some major components of the TWS organizational structure, but some components are missing.		Title page Table of contents Clearly and completely follows the rubric	/3	
Appendices (8d)	Appendices are missing from the TWS.	Includes some appendices, though at least one appendix is missing.		Appendix A: Reference list (APA style) for resources that reflect current research, and are used in the curriculum design process. Appendix B: Pre/Post tests, formative assessments, etc. Appendix C: Select one assessment sample from each of the three focus students, and scan their work (blacking out any identifying information) and attach it to Appendix C	/3	
Writing Style	Writing style is too “friendly” (reflects conversation, not formal academic paper). Sentence structure is poor. Lacks clarity.	Sentences are generally well-constructed and are generally clear and concise. Sometimes sentences offer redundant information and/or are “friendly” (reflecting conversation, not formal academic paper).		Writing style is uniform and professional throughout. Sentences are well-constructed.	/3	
Syntax and Mechanics	Uses language that sometimes impedes meaning because of errors in grammar, spelling, and punctuation.	Uses language that generally conveys meaning to readers with clarity, though writing may include some errors in grammar, spelling, and punctuation errors.		Uses straightforward language that conveys meaning to readers. The language has few grammar, spelling, and punctuation errors.	/6 Weighted X 2	
Section V Total Score					/15	

Total TWS Score: /110

Overall Comments: