

Secondary Work Sample Rubric

WRITING QUALITY AND PRESENTATION

	Needs Improvement (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Writing Quality	Document contains spelling and/ or grammatical errors. Quality of writing impedes comprehension.	Most of document is written in Standard English. Document may include a few minor errors. Writing may be unclear in places.	All sections are written in Standard English and proofread and document is free of errors in spelling and grammar. Writing is clear and concise and reflects graduate level standards.	All requirements for Proficient are met, AND: Writing is fluid, includes variety in word choice and sentence structure.

Organization and Completion

[] All sections are included, clearly identified, and complete.

[] Sections are missing, not clearly identified, and/or incomplete. *The teacher candidate will be asked to revise and resubmit.*

PART I: CONTEXT

	Needs Improvement (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Description of Community and School	The description is incomplete and/or information is inaccurate, stereotypical, or irrelevant to instruction.	The description includes some information about the local community and school, but relevance to instruction may not be clear.	The description includes multiple factors about the culture and assets of the local community and school (e.g., instructional resources and facilities, community programs) and how these are linked to instruction. Includes description of student demographics and achievement at the school level and an explanation of how all of these factors will inform teaching and assessment in general.	All requirements for Proficient are met, AND: Clear explanation of how local community and school factors will inform the instruction of this specific <i>unit plan</i> is included.

Description of Classroom and Learners	The description is inaccurate, stereotypical, or irrelevant to instruction.	The description includes information about the classroom context in general without describing the needs and strengths of individual students or student groups.	The description includes information about classroom resources and a learner profile chart of each student with information about achievement data, cultural/linguistic backgrounds, and any identified exceptionalities. Includes an explanation of how these factors influence instruction including adaptations for individual students or groups of students.	<p>All requirements for Proficient are met, AND:</p> <p>Clear explanation of how appropriate adaptations for specific individuals and groups of students will be used during this specific <i>unit</i> is included.</p>
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PART II: DESIGN FOR INSTRUCTION AND ASSESSMENT

	Needs Improvement (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Rationale	The rationale is unclear and does not include a justification of the importance of the unit goals.	The rationale provides some justification of the importance of the unit but may not indicate how unit topics are linked to standards or explain how the unit is relevant to students.	The rationale provides a clear justification for the unit. Justification goes beyond stating that the unit topics are linked to standards by explaining how students will benefit from learning the content.	<p>All requirements for Proficient are met, AND:</p> <p>The rationale reveals a compelling justification and solid understanding of the content, the relationship between the content, standards and needs of individual learners.</p>
Central Idea or Essential Question	The central idea or essential question is superficial and the relationship between the central idea and the unit is unclear or the focus is on lower order thinking.	The central idea or essential question may be too narrow and does not synthesize key ideas in the unit or promote higher order thinking.	The central idea or essential question provides a framework that draws together the specific content and cognitive skills in the unit and promotes higher order thinking and inquiry.	<p>All requirements for Proficient are met, AND:</p> <p>The central idea or essential question is thought-provoking and engaging to students.</p>

Unit Goal(s)	<p>Unit goals are unclear or irrelevant, or not linked to standards.</p> <p>The goals tend toward lower order thinking skills. Language development skills are missing.</p> <p>An inappropriate number of goals are offered for the scope of the unit.</p>	<p>Unit goals are relevant to the “big ideas” but may not be tightly linked to appropriately cited standards.</p> <p>The goals include either higher order thinking skills or language development skills.</p> <p>The scope of the unit goals may not be appropriate for the length of the unit.</p>	<p>Unit goals are relevant to the “big ideas” and linked to specifically identified and appropriately cited standards.</p> <p>The goals reflect higher order thinking skills and language development skills.</p> <p>Three to five unit goals are provided as appropriate to the unit.</p>	<p>All requirements for Proficient are met, AND:</p> <p>All unit goals are appropriate to student development, prerequisite knowledge, and reflect a mix of aims that are conceptual, procedural, and performance-based in the discipline.</p>
Assessment Plan	<p>Assessment plan may not be well aligned with unit goals. There may be pre-, post- assessments, or formative assessments that are missing, or may not address unit goals. Criteria for scoring assessments may not be defined.</p> <p>Match between assessments and students’ developmental level is not considered.</p>	<p>Assessment plan is aligned with most unit goals and includes pre- and post-assessment, formative assessment tools/prompts, that support and document student learning. Criteria for scoring most assessments are included.</p> <p>Match between assessments and students’ developmental level is unclear.</p>	<p>Assessment plan is aligned with all unit goals and includes pre- and post-assessment, formative assessment tools/prompts, that support and document student learning. Criteria for scoring assessments are included, along with a copy of the actual assessment and scoring key.</p> <p>Match between assessments and students’ developmental level is appropriate.</p>	<p>All requirements for Proficient are met, AND:</p> <p>Adaptations for assessment administration are made for students with special needs, as needed.</p> <p>OR</p> <p>Formative assessments elicit potential student misconceptions so they can inform instruction.</p>
Projected Unit Schedule and Unit Outline	<p>Unit map may not be included, may be missing some information, or may not include an adequate number of lessons.</p>	<p>Unit map includes the required number of lessons. For each lesson, unit map includes: the unit goal, learning objective, key lesson activities, format, criteria, and type of assessments used to evaluate student learning, but one or more of these components may be underdeveloped or may reflect some misunderstanding about assessment and planning for instruction.</p>	<p>Unit outline demonstrates that lessons and assessments are intentionally and logically sequenced to support unit goals.</p>	<p>All requirements for Proficient are met, AND:</p> <p>Components of unit map are thorough and descriptive enough to enable another teacher to understand how the unit as a whole will unfold and how it will move students toward the unit goals.</p>

Approved September 26, 2013. Contributors include Gayle Thieman, Nicole Rigelman, and Anita Bright.

Attention to Literacy	A description shows that literacy was superficially included. The explanation of how literacy supports content learning is missing.	A description of how literacy was integrated in the unit is provided, but the explanation of how the focus on literacy helped students learn the content of the unit is unclear.	A clear description of how literacy was purposefully integrated in the unit is provided, along with a clear explanation of how the focus on literacy helped students (including English learners) learn the content.	<p>All requirements for Proficient are met, AND:</p> <p>One or more literacy standards are addressed in the unit goals. Explicit instruction aimed at developing literacy skills and strategies is included.</p>
Differentiating Instruction	<p>A general plan is provided, but it does not explain how instruction is matched to student needs.</p> <p>The explanation of why the instructional approaches are appropriate for the students is superficial.</p>	<p>A description of plans for differentiating instruction is provided, but is not inclusive of the experiences of all students.</p> <p>The explanation of why the instructional approaches are appropriate for the students is inconsistent.</p>	<p>A complete description of plans for differentiating instruction for the diverse experiences of all students is included.</p> <p>There is a clear explanation of why the instructional approaches are appropriate for the students in the classroom.</p>	<p>All requirements for Proficient are met, AND:</p> <p>Relevant, explicit links to information about individual learners provided in Part I: Context are included.</p> <p>Includes discussion stereotyping, discrimination, cultural conflicts, home events, communication between home and school, and the interrelationships between language and culture.</p>

Plans for Instruction	<p>One or more lesson plans may be incomplete or missing. Lessons lack sufficient detail.</p> <p>There is no alignment among the goals, learning objectives, standards and activities.</p> <p>Lessons are not logically organized and activities are not meaningful and do not move students toward achieving learning goals.</p> <p>There is no attempt to provide accommodations.</p>	<p>Written plans for each lesson are included.</p> <p>Lesson plans are complete and include all the sections outlined in the GTEP Lesson Plan Format.</p> <p>There is some alignment among unit goals, learning objectives, standards and activities in the lesson.</p> <p>Lessons may be logically organized but some activities are not meaningful and may not move students toward achieving learning goals.</p> <p>An attempt is made to provide accommodations for English learners and students with learning differences but the accommodations are superficial or not specific to the lesson.</p>	<p>Lesson plans are complete and include all the sections outlined in the GTEP Lesson Plan Format.</p> <p>There is alignment among unit goals, learning objectives, standards and activities in the lesson.</p> <p>Lessons are logically organized with meaningful activities that move students toward achieving learning goals.</p> <p>Clear accommodations for English learners and students with learning differences are included.</p>	<p>All requirements for Proficient are met, AND:</p> <p>Lesson activities are varied, actively engage students, and incorporate multiple modalities.</p> <p>Plans include differentiation of content, processes, and/or products based on student needs/ interests.</p> <p>Multiple strategies and tools for assessment are used. Lessons show evidence of adjustments made based on formative assessment and lesson reflections.</p>
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* Decisions about how to use technologies to enhance student learning may be discussed at the unit level or in each individual lesson

PART III: ANALYSIS OF STUDENT LEARNING

	Needs Improvement (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Analyze the Data	Data analysis and/or learning gains for one or more students may not be included (and valid extenuating circumstances may be missing). Analysis may be limited to pre- and post- assessment data.	Data analysis from unit assessments are reported for every student. Learning gains for each student may not be linked to specific goals. Valid extenuating circumstances may not be clearly explained. This may include quantitative and qualitative data displayed in a clear table or graph, and narrative.	Data analysis from unit assessments, includes pre-, post- and formative assessments. Learning gains for each student for each goal are identified (or valid extenuating circumstances are clearly explained). This may include quantitative and qualitative data displayed in a clear table or graph, and narrative.	All requirements for Proficient are met, AND: This includes both quantitative and qualitative data displayed in a clear table, graph, and narrative.
Interpret the Data	Explanation of what data mean in terms of student progress toward unit goals does not include description of instructional factors that may have influenced learning.	Explanation of what data mean in terms of student progress toward unit goals is provided. Some instructional and other factors that may have influenced learning are mentioned, but these may be superficial.	Explanation of what data mean in terms of student progress toward unit goals is detailed. Data are disaggregated by groups of students. Explanation of important instructional and/ or contextual factors that may have influenced student learning gains is thorough.	All requirements for Proficient are met, AND: Explanations of instructional and other factors that may have influenced student learning reflect strong foundational knowledge and include citations from professional literature.
Report the Data	Description of strategies used to report student data to families and students shows that the candidate did not report student data to families or students.	Description of strategies used to report some student data to families or students is included. Appendix of pre- and post-assessments does not include work from three students representing a range of learning gains.	Description includes strategies used to report formative and summative student data to families and students. Appendix with pre- and post-assessments from three students representing a range of learning gains (high, medium, low) is included.	All requirements for Proficient are met, AND: Formative and summative assessment data for each student are communicated and explained individually to families. A sampling (high, medium, low) of individual reports to families is included in the appendix.

PART IV: REFLECTING ON PRACTICE AND SELF-EVALUATION

	Needs Improvement (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Evidence and Evaluation of Instruction	Self-evaluation of candidate's effectiveness is cursory or superficial.	Self-evaluation provides some evidence of candidate's effectiveness and evaluates candidate's strengths and weaknesses.	Self-evaluation includes reference to student learning and engagement. Self-evaluation provides evidence of candidate's effectiveness and evaluates strengths and areas for improvement.	All requirements for Proficient are met, AND: Self-evaluation demonstrates an authentic desire to learn from practice and to grow as a teacher. Self-evaluation addresses larger questions of inquiry and practice that affect the candidate's formation as a teacher.
Responding to Feedback	Reflection on feedback is vague or superficial.	Reflection on feedback from a Cooperating Teacher, University Supervisor, or university instructor is general Explanation of how feedback affected the candidate is included, but may not be substantive or may not reflect a professional commitment to learning from feedback.	Reflection on feedback from a Cooperating Teacher, University Supervisor, or university instructor includes a paraphrase of key ideas. Explanation of how feedback changed the candidate's perspective, enhanced their ideas about teaching and assessment, and challenged them to reconsider their point of view is included.	All requirements for Proficient are met, AND: Reflection addresses multiple examples of feedback from various sources. Reflection conveys a disposition to see constructive feedback as an opportunity for growth.
Plan for Professional Growth	Plan for continued professional growth is vague.	Brief plan for continued professional growth is included. Plan includes professional goals and strategies for reaching those goals, but no timeline.	Plan includes both professional goals and specific strategies, activities, and a timeline for reaching those goals.	All requirements for Proficient are met, AND: Professional goals emerge from challenges and insights that have arisen in the candidate's practice. Specific strategies and activities described are likely to help the candidate make progress toward substantive, meaningful professional goals.

NOTES:

To pass the Work Sample (I & II), candidates must earn “Proficient” or “Exemplary” in all categories.

In order for scoring with this rubric to approach validity, supervisors must take a common approach to scoring and requesting revisions. To gather more useful data for program assessment purposes, we suggest the following process.

1. Supervisor quickly scans the Work Sample to see that Writing Quality scores at least a 3 “Proficient” and that Organization and Completion aspects can be marked “yes.” Work Samples scoring less than proficient or exemplary are returned for rewriting and resubmission.
2. Supervisor scores the entire Work Sample and enters initial scores into “initial scores column” of Tk20. Candidates are asked to revise only aspects of the Work Sample scored 2 or lower and return these to the supervisor within established timelines. Original scores of 3 will stand and are not subject to revision and rescoring.
3. Supervisor enters scores in the revised categories in the “final scores column” of Tk20.