# UPSTATE

## SCHOOL OF EDUCATION

### Teacher Work Sample Rubrics

*To be completed as part of the Requirements*
*during the Directed Teaching Semester*

***Elementary Program***

The following assignments and rubrics have been developed by the faculty at USC Upstate using the materials developed by representatives of the Renaissance Partnership Institutions for The Renaissance Partnership for Improving Teacher Quality Project http://fp.uni.edu/itq.

# Scoring Sheet

**Teacher Candidate Name:** _____

**Reviewer Name:** _____    **Date:** _____


| | |
|---|---|
| **Contextual Factors** | _____ / 12 |
| **Learning Goals** | _____ / 12 |
| **Assessment Plan** | _____ / 15 |
| **Design for Instruction** | _____ / 18 |
| **Classroom Environment** | _____ / 15 |
| **Instructional Decision Making** | _____ / 12 |
| **Analysis of Student Learning** | _____ / 12 |
| **Reflection and Self-Evaluation** | _____ / 12 |

*Overall Score*                    _____ / 108


| | |
|---|---|
| **Exemplary (E)** | **97-108** |
| **More Than Satisfactory (M)** | **86-96** |
| **Satisfactory (S)** | **77-85** (Satisfactory must be earned with no indicators at the Unsatisfactory level.) |
| **Unsatisfactory (U)** | **below 77** (Resubmission is required for indicators at the Unsatisfactory level) |

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**Contextual Factors**
**(12 points)**

- The purpose of this component is to discuss relevant factors and how they may affect the teaching-learning process. Supports and challenges that affect instruction and student learning should be included.

- A two page report will be completed for this assignment and must include:
  o **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
  o **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
  o **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
  o **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

- Reports will be graded using the following:

Contextual Factors Rubric

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| Knowledge of Community, School and Classroom Factors | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. | Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning. | |
| Knowledge of Characteristics of Students | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities). | Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. | Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. | |
| Knowledge of Students' Varied Approaches to Learning | Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning. | |
| Knowledge of Students' Skills And Prior Learning | Teacher displays little or irrelevant knowledge of students' skills and prior learning. | Teacher displays general knowledge of students' skills and prior learning that may affect learning. | Teacher displays general & specific understanding of students' skills and prior learning that may affect learning. | |

**Learning Goals**
**(12 points)**

- The purpose of this component is to set significant, challenging, varied and appropriate learning goals and to justify learning goals established for the unit.

- A two page report will be completed for this assignment and must include:
    - o **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. These goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
    - o **Show how the goals are aligned with state standards.** (Identify the source of the standards).
    - o **Describe the types and levels of your learning goals.**
    - o **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge; and other student needs.**

- Reports will be graded using the following:

Learning Goals Rubric

| Rating → <br> Indicator ↓ | 1 <br> Indicator Not Met | 2 <br> Indicator Partially Met | 3 <br> Indicator Met | Score |
|---|---|---|---|---|
| Significance, Challenge and Variety | Goals reflect only one type or level of learning. | Goals reflect several types or levels of learning but lack significance or challenge. | Goals reflect several types or levels of learning and are significant and challenging. | |
| Clarity | Goals are not stated clearly and are activities rather than learning outcomes. | Some of the goals are clearly stated as learning outcomes. | Most of the goals are clearly stated as learning outcomes. | |
| Appropriateness For Students | Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. | Some of the goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | |
| Alignment with State Standards | Goals are not aligned with state standards. | Some goals are aligned with state standards. | Most of the goals are explicitly aligned with state standards. | |

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# Assessment Plan
## (15 points)

- The purpose of this component is to design an assessment plan to monitor student progress toward learning goals. Multiple assessment modes and approaches that are aligned with learning goals will be used to assess student learning before, during and after instruction.

- A report will be completed for this assignment and must include:
    - **On overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
    - **Describe the pre and post assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score the assessments, including criteria used to determine if the students' performance meets the learning goals. Include copies of assessments and criteria for judging student performance (scoring rubrics, checklists, answer keys, etc.)
    - **Discuss your plan for formative assessment that will help determine student progress during the lesson or unit.** Describe the assessments that you plan to use to check on student progress and predict when you will use them (homework nightly, daily quizzes, etc.)
- Reports will be graded using the following:

Assessment Plan Rubric

| Rating →<br>Indicator ↓ | 1<br>Indicator Not Met | 2<br>Indicator Partially Met | 3<br>Indicator Met | Score |
|---|---|---|---|---|
| Alignment with Learning Goals and Instruction | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity | Some of the learning goals are assessed through the plan, but many are not congruent with learning goals in content and cognitive complexity | Each of the learning goals is assessed though the plan; assessments are congruent with the learning goals in content and cognitive complexity | |
| Clarity of Criteria and Standards for Performance | The assessments contain no clear criteria for measuring student performance relative to the learning goals | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals | Assessment criteria are clear and are explicitly linked to the learning goals | |
| Multiple Modes and Approaches | The assessment plan included only assessment mode and does not assess students before, during and after instruction | The assessment plan includes multiple modes but does not assess student performance throughout the instructional sequence | The assessment plan includes multiple modes and assesses student performance throughout the instructional sequence | |
| Technical Soundness | Assessment are not valid; scoring procedures are absent or inaccurate; items are poorly written; directions and procedures are confusing to students | Assessments appear to have some validity. Some scoring procedures are explained; some items are clearly written; some directions are clear to students | Assessment appear to be valid; scoring procedures are explained; most items are clearly written; directions and procedures are clear to students | |
| Adaptations Based on the Individual Needs of Students | Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate | Teacher makes adaptations to assessments that are appropriate to meet the individual need of some students | Teacher makes adaptations to assessments that are appropriate to meet the individual need of most students | |

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**Design for Instruction**
**(18 points)**

- The purpose of this component is to design instruction for specific learning goals, student characteristics and needs, and learning contexts. You will describe how your unit instruction relates to unit goals, students' characteristics and needs and specify learning context.

- A four page report will be completed for this assignment and must include:
  - **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
  - **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
  - **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity include:
    - how the content relates to your instructional goal(s)
    - how the activity stems from your pre-assessment information and contextual factors
    - what materials/technology you will need to implement the activity, and
    - how you plan to assess student learning during and/or following the activity
  - **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide clear rationale for its omission.
- Reports will be graded using the following:

Design for Instruction Rubric

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| Alignment with Learning Goals | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. | Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design. | All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. | |
| Accurate Representation of Content | Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. | Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline. | Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. | |
| Lesson and Unit Structure | The lessons within the unit are not logically organized (e.g. sequenced). | The lessons within the unit have some logical organization and appear to be | All lessons within the unit are logically organized and appear to be useful in moving students | |

| | | somewhat useful in moving students toward achieving the learning goals. | toward achieving the learning goals. | |
|---|---|---|---|---|
| Use of a Variety of Instruction, Activities, Assignments and Resources | Little variety of instruction, activities, assignments and resources. Heavy reliance on textbook or single source (worksheets) | Some variety in instruction, activities, assignments or resources but limited contribution to learning. | Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning. | |
| Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources | Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student. | Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student. | Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student | |
| Technology | Technology is inappropriately used OR teacher does not use technology, and no rationale is provided | Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology. | Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR teacher provides a strong rationale for not using technology. | |

# Classroom Environment
## (15 points)

- The purpose of this component is to demonstrate an understanding of individual and group motivation and behavior to create a learning environment that encourages and supports student learning.
- A three to six page report will be completed for this assignment including a classroom arrangement diagram.
  - **Philosophical statement on your beliefs about classroom management:**
    - Describe what you believe to be your philosophy and teaching style.
    - Include how you will create and maintain a positive affective climate.
    - Include how you will create and maintain a culture of learning.
    - Reference theorists or theories that support your philosophy and teaching style.
  - **Management of transitions:**
    - List examples of transitions that will be used as students move from one activity to another.
  - **Expectations:**
    - List clear expectations for behavior during learning activities.
    - Explain how these expectations will be communicated to students, parents and administrators
  - **Monitoring of student behavior:**
    - Explain how students are monitored during instruction and how students who behave negatively during instruction are managed.
    - Describe techniques to maximize the effectiveness of classroom management.
  - **Classroom arrangement diagram:**
    - Draw a room arrangement map or maps for different types of activities including student seating arrangement, teacher desk, resources, displays, etc.
    - Include a written explanation of your choice of arrangement.
- Reports will be graded using the following:

Classroom Environment Rubric

| Rating → <br> Indicator ↓ | 1 <br> Indicator Not Met | 2 <br> Indicator Partially Met | 3 <br> Indicator Met | Score |
|---|---|---|---|---|
| Philosophical statement | Statement does not include description of philosophy or teaching style, no reference to supporting theory is made. | Statement includes description of philosophy and teaching style but does not reference supporting theory or theorists. | Statement includes description of philosophy, teaching style and a clear reference is made to supporting theory or theorists. | |
| Management of Transitions | No considerations for student to transition from one activity to another, learning environment is not predictable creating a sense of insecurity, development of student responsibility is not considered. | There is some evidence the transitions between activities have been considered, learning environment has some predictability, and plan encourages limited development of student responsibility. | Plan lists examples of transitions that will be used in unit activities to create a secure and predictable learning and develop student responsibility. | |
| Expectations | Minimal standards of conduct for student behavior, no plan for communicating standards. | Standards of conduct establish behavior expectations, but no plan for communicating standards is included. | Standards of conduct for learning activities are clear with a plan for communication. | |
| Monitoring of Student Behavior | Plan has little evidence of how students are monitored and managed during instruction, no effective techniques for management are included | Plan includes some evidence of how students are monitored and managed during instruction and some effective techniques for management are included. | Plan includes evidence of how students are monitored and managed during instruction and management techniques are effective and maximize student learning. | |
| Classroom Arrangement | Plan does not include room or student arrangement ideas, does not include a written explanation of arrangement choices. | Plan includes room arrangement ideas but explanation of choices is not comprehensive. | Plan includes several room arrangement ideas and a comprehensive explanation of choices. | |

# Instructional Decision Making
## (12 points)

- The purpose of this component is to use on-going analysis of student learning to make instructional decisions and to provide two examples of instructional decision-making based on students' learning or responses.

- A three page report will be completed for this assignment and must include:
  - **Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. Cite specific evidence to support your answers to the following**:
    - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment)
    - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
  - **Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. Cite specific evidence to support your answers to the following:**
    - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment)
    - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Reports will be graded using the following:

### Instructional Decision Making Rubric

| Rating → <br> Indicator ↓ | 1 <br> Indicator Not Met | 2 <br> Indicator Partially Met | 3 <br> Indicator Met | Score |
|---|---|---|---|---|
| Sound Professional Practice | Many instructional decisions are inappropriate and not pedagogically sound. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. | Most instructional decisions are pedagogically sound (i.e. they are likely to lead to student learning) | |
| Modification Based on Analysis of Student Learning | Teacher treats class as "one plan fits all" with no modifications | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress. | |
| Congruence Between Modifications and Learning Goals | Modifications in instruction lack congruence with learning goals. | Modifications in instruction are somewhat congruent with learning goals. | Modifications in instruction are congruent with learning goals. | |
| Implications for Future Teaching | Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning. | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning. | |

## Analysis of Student Learning
### (12 points)

The purpose of this component is for the candidate to use assessment data to profile student learning and communicate information about student progress and achievement. Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representation and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusion drawn from this analysis will be provided in the next assignment.

- A four page report will be completed for this assignment and must include:
  - o **Whole class.** To analyze the progress of your whole class, create a table that shows pre and post assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre to post) toward the learning criterion that you identified for each learning goals. Summarize what the graph tells you about your students' learning in this unit.
  - o **Subgroups.** Select a group characteristic (e.g. gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal.** Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high vs. middle vs. low performers). Create a graphic representation that compares pre and post assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
  - o **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre, formative, and post assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.
  - o **Student work examples**
- Reports will be graded using the following:

Analysis of Student Learning Rubric

| Rating →<br>Indicator ↓ | 1<br>Indicator Not Met | 2<br>Indicator Partially Met | 3<br>Indicator Met | Score |
|---|---|---|---|---|
| Clarity and Accuracy of Presentation | Presentation is not clear and accurate; it does not accurately reflect the data. | Presentation is understandable and contains few errors. | Presentation is easy to understand and contains no errors of representation. | |
| Alignment with Learning Goals | Analysis of student learning is not aligned with learning goals. | Analysis of student learning is partially aligned with learning goals and/or fails to provide comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals. | Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals. | |
| Interpretation of Data | Interpretation is inaccurate, and conclusions are missing or unsupported by data. | Interpretation is technically accurate, but conclusions are missing or not fully supported by data. | Interpretation is meaningful and appropriate conclusions are drawn from the data. | |
| Evidence of Impact on Student Learning | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal. | |

# Reflection and Self Evaluation
## (12 points)

The purpose of this component is for the candidate to analyze the relationship between his or her instruction and student learning in order to improve teaching practice.  Reflect on your performance as a teacher and link your performance to student learning results.  Evaluate your performance and identify future actions for improved practice and professional growth.

- A two page report will be completed for this assignment and must include:
    - Select the learning goal where your students were most successful.  Provide two or more possible reasons for this success.  Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control.
    - Select the learning goals where your students were least successful.  Provide two or more possible reasons for this lack of success.  Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control.  Discuss what you could do differently or better in the future to improve your students' performance.
    - **Reflection on possibilities for professional development.**   Describe at least two professional learning goals that emerged from your insights and experiences with the TWS.  Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

- Reports will be graded using the following:

### Reflection and Self Evaluation Rubric

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| Interpretation of Student Learning | No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section. | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section. | Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals. | |
| Insights on Effective Instruction and Assessment | Provides no rationale for why some activities or assessments were more successful than others. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. | |
| Alignment Among Goals, Instruction and Assessment | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. | |
| Implications for Future Teaching | Provides no ideas or inappropriate ideas for redesigning learning | Provides ideas for redesigning learning goals, instruction, and assessment | Provides ideas for redesigning learning goals, instruction, and assessment and explains why | |

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| | goals, instruction, and assessment. | but offers no rationale for why these changes would improve student learning. | these modifications would improve student learning. | |
|---|---|---|---|---|