

## Work Sample Scoring Guide

MAT:                      Mini-                      Winter Term-                      Spring Term-

CUESTE:              Core I-                      Core II-                      Student Teaching- #1                      #2

Practicum:              Math-                      Reading-                      Other- \_\_\_\_\_

Purposeful Attention to Literacy:    Yes                      No

Name of Student \_\_\_\_\_

Name of University Supervisor \_\_\_\_\_

Name of Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

Work Sample Title \_\_\_\_\_ Grade Level \_\_\_\_\_

Unit Subject Area \_\_\_\_\_

Date Submitted to University Supervisor \_\_\_\_\_ Dates Taught \_\_\_\_\_

### Work Sample Scoring Guide

Use Eastern Oregon University's, "Work Sample Scoring Rubrics," on following pages for details of each element.

**Scoring Guidelines:**              Target (4)                      Acceptable (3)                      Developing (2)                      Emerging (1)

Work Sample Summary		
	Score:	Explanation/Feedback
Meeting Learner Needs		
Unit Lesson Planning		
Unit Assessment Planning		
Data Analysis & Interpretation		
Purposeful Attention to Literacy (if applicable)		
Reflections		
<b>Total:</b>		

This unit plan has met all standards based on the work sample scoring rubrics.

University Supervisor's Signature \_\_\_\_\_

## Final Work Sample Scoring Rubrics

### Meeting Learner Needs

Standards Assessed	<b>Target (4)</b>	<b>Acceptable (3)</b>	<b>Developing (2)</b>	<b>Emerging (1)</b>
<b>InTASC</b> <ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 7</li> <li>• 8</li> </ul> <b>Prof. Standards</b> <ul style="list-style-type: none"> <li>• 3c</li> <li>• 4a</li> <li>• 4d</li> </ul> <b>Conceptual Framework</b> <ul style="list-style-type: none"> <li>• Volitional</li> <li>• Culturally responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Learners with special needs, TAG learners, ESOL learners, and learners from diverse cultural and social backgrounds are described.</li> <li>• Specific adaptations for their learning needs are discussed, and differentiation of instruction in lesson plans is individually suited to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners with special needs, TAG learners, ESOL learners, and learners from diverse cultural and social backgrounds are described.</li> <li>• Adaptations for their learning needs are discussed, and differentiation of instruction is included within lesson plans to meet most of the students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are identified.</li> <li>• Some adaptations for their learning needs are discussed. Lesson plans show an attempt is made at differentiation of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• There is some identification of diverse learners, little attempt is made or attempt is unsuccessful in identifying appropriate adaptations to meet needs.</li> <li>• Lesson plans do not clearly include differentiation of instruction to meet student needs.</li> </ul>

### Unit Lesson Planning

Standards Assessed	<b>Target (4)</b>	<b>Acceptable (3)</b>	<b>Developing (2)</b>	<b>Emerging (1)</b>
<b>InTASC</b> <ul style="list-style-type: none"> <li>• 4</li> <li>• 5</li> <li>• 7</li> <li>• 8</li> </ul> <b>Prof. Standards</b> <ul style="list-style-type: none"> <li>• 1a</li> <li>• 1b</li> <li>• 1c</li> <li>• 1d</li> </ul> <b>Conceptual Framework</b> <ul style="list-style-type: none"> <li>• Academically competent</li> <li>• Volitional</li> </ul>	<ul style="list-style-type: none"> <li>• Prerequisite skills required for the unit are fully addressed. Any special considerations necessary to ensure all students have the prerequisite skills are addressed.</li> <li>• Goals for the unit vary in kind and complexity. Concept attainment and application of knowledge and skills are clearly articulated in unit goals.</li> <li>• Individual lesson plan objectives align with unit goals.</li> <li>• Lesson plans form a cohesive unit that accomplishes the unit goals. Lesson plans meet all EOU requirements and are sufficiently detailed for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• A general overview of prerequisite skills required for the unit is provided.</li> <li>• Goals for the unit of study vary in kind and complexity. They include concept attainment and application of knowledge and skills.</li> <li>• Individual lesson plan objectives align with unit goals.</li> <li>• Lesson plans form a cohesive unit that accomplishes the unit goals. They are complete and meet the requirements set forth in the EOU lesson plan template.</li> </ul>	<ul style="list-style-type: none"> <li>• Prerequisite skills required for the unit are minimally addressed.</li> <li>• Goals for the unit are included, but may include little variety in kind or complexity.</li> <li>• Individual lesson plan objectives may not be clearly aligned with unit goals.</li> <li>• Lesson plans lack cohesion or clear movement toward stated goals. They are generally complete but may need further revision for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Prerequisite skills are not addressed.</li> <li>• Unit goals are included, but do not meet requirements for variation in kind or complexity.</li> <li>• Individual lesson plans lack cohesion and alignment so the unit does not accomplish unit goals.</li> <li>• Lesson plans are incomplete or do not follow the EOU lesson plan template.</li> </ul>

## Unit Assessment Planning

### Standards Assessed

#### InTASC

- 1
- 6
- 9

#### Prof. Standards

- 1d
- 3c

#### Conceptual Framework

- Academically competent
- Volitional

### Target (4)

- The work sample includes an assessment plan with multiple forms of assessment for the unit. Assessments are aligned with stated unit goals and lesson objectives.
- The plan includes a pre assessment that is used to guide the planning of the unit and provides information on individual students' level of knowledge prior to instruction
- Formative and summative assessments throughout the unit align well with goals and lesson objectives to provide a complete picture of learning gains for the whole group and each student from beginning to culmination of unit. Lesson plans exhibit examples of how instruction has been adjusted based on assessment results.
- The explanation of the assessment plan is thorough and detailed in its description of how unit assessment is aligned with each content standard and how the individual lesson objectives move learners toward those content standards.

### Acceptable (3)

- The work sample includes an assessment plan with multiple forms of assessment for the unit. Assessments are aligned with stated unit goals and lesson objectives.
- The plan includes a pre assessment that is used to guide the planning of the unit and provides information on individual students' level of knowledge prior to instruction.
- During unit formative assessments inform progress and planning. Summative assessment is included to determine individual and group learning gains.
- There is an explanation of how the assessment plan reflects the content standards and learning objectives for the unit.

### Developing (2)

- The work sample includes both pre and post assessment and assessment as part of the daily plans.
- It is not clear that pre assessment data were used to guide the planning of the unit.
- Individual student learning gains can be determined from the pre and post assessments, but formative assessment may not be integrated well into the overall assessment plan to help guide instruction and monitor learning gains throughout the unit.
- The explanation of the assessment plan does not have a clear indication of how the unit assessments are aligned or how assessment reflects the content standards and learning objectives for the unit.

### Emerging (1)

- The work sample plan includes a pre and post assessment, but individual lesson assessments may not be clearly aligned with the pre and post assessments.
- There is no evidence that the pre assessment influenced instructional planning.
- Inadequate data are gathered to form a complete picture of student learning gains.
- The assessment plan explanation is unclear or incomplete.

# Data Analysis and Interpretation

Standards Assessed <b>InTASC</b> <ul style="list-style-type: none"><li>• 6</li></ul> <b>Prof. Standards</b> <ul style="list-style-type: none"><li>• 1d</li><li>• 3c</li></ul> <b>Conceptual Framework</b> <ul style="list-style-type: none"><li>• Volitional</li><li>• Culturally responsive</li></ul>	<b>Target (4)</b> <ul style="list-style-type: none"><li>• Data on learning gains resulting from instruction is clearly presented in graphic organizers such as tables or graphs with supporting written explanations as needed. Data is analyzed with supporting evidence to show learning gains for each student throughout the unit.</li><li>• A written interpretation and explanation of the learning gains, or lack thereof, is provided for individual students as well as learning gains for special needs students, TAG and ESOL learners, and learners with diverse cultural and social backgrounds.</li><li>• The written explanation includes analysis of common characteristics found among students who did and did not make adequate progress, indicating a good understanding of how differentiation of instruction could have contributed to the gains or lack of gains.</li><li>• A description is included explaining how to use the data on learning gains to plan subsequent instruction.</li><li>• A description of how learning gains were reported to students and their parents is provided.</li></ul>	<b>Acceptable (3)</b> <ul style="list-style-type: none"><li>• Data on learning gains resulting from instruction is analyzed for each student, and summarized in relation to student's level of knowledge prior to instruction.</li><li>• A written interpretation and explanation of the learning gains, or lack thereof, is provided. Information on learning gains for special needs students, TAG and ESOL learners, and learners with diverse cultural and social backgrounds is included.</li><li>• The written explanation includes analysis of common characteristics found among students who did and did not make adequate progress.</li><li>• A description is included explaining how to use the data on learning gains to plan subsequent instruction.</li><li>• A description of how learning gains were reported to students and their parents is provided.</li></ul>	<b>Developing (2)</b> <ul style="list-style-type: none"><li>• Data on learning gains resulting from instruction is shown for each student.</li><li>• The written interpretation and explanation may not adequately summarize student progress in relation to level of knowledge prior to instruction. Learning gains for special needs students, TAG and ESOL learners, and learners with diverse cultural and social backgrounds needs further detail or deeper analysis and interpretation.</li><li>• The written explanation of common characteristics of the students who did and did not make adequate progress in the unit requires more detail.</li><li>• A description is included that addresses how to use the data on learning gains to plan subsequent instruction.</li><li>• A description of how learning gains were reported to students and their parents is provided.</li></ul>	<b>Emerging (1)</b> <ul style="list-style-type: none"><li>• Data collection is evident for each student.</li><li>• Summary of learning gains is missing or incomplete for individual students or for groups such as special needs learners, TAG and ESOL learners, and learners with diverse cultural and social backgrounds.</li><li>• A separate analysis of learning gains for students who did and did not make adequate progress is not included or is incomplete.</li><li>• A description of how to use the data to plan subsequent instruction is missing or incomplete</li><li>• A description of how learning gains were reported to students and parents is missing or incomplete.</li></ul>
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## Purposeful Attention to Literacy

Standards Assessed	Target (4)	Acceptable (3)	Developing (2)	Emerging (1)
<b>InTASC</b> <ul style="list-style-type: none"> <li>• 1</li> <li>• 7</li> </ul> <b>Prof. Standards</b> <ul style="list-style-type: none"> <li>• 1b</li> </ul> <b>Conceptual Framework</b> <ul style="list-style-type: none"> <li>• Academically competent</li> <li>• Volitional</li> </ul>	<ul style="list-style-type: none"> <li>• The work sample includes purposeful attention to literacy based upon content requirements, authorization level, and student needs.</li> <li>• A description of how literacy instruction has been integrated into the unit with specific examples from the lesson plans is provided. The examples demonstrate specific literacy strategies that align with and support the lesson objectives and unit goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The work sample includes purposeful attention to literacy based upon content requirements, authorization level, and student needs.</li> <li>• A description of how literacy instruction has been integrated into the unit with specific examples from the lesson plans is provided.</li> </ul>	<ul style="list-style-type: none"> <li>• The work sample includes an attempt at purposeful attention to literacy based upon content requirements, authorization level, and student needs.</li> <li>• A description of how literacy is included within the unit is included, but examples may not be included or the literacy activities may be minimal.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy activities are included within the work sample, but they appear to be incidental or without purposeful attention.</li> <li>• A description of how literacy is included within the unit is incomplete or insufficiently detailed.</li> </ul>

## Reflections

Standards Assessed	Target (4)	Acceptable (3)	Developing (2)	Emerging (1)
<b>InTASC</b> <ul style="list-style-type: none"> <li>• 9</li> </ul> <b>Prof. Standards</b> <ul style="list-style-type: none"> <li>• 1c</li> <li>• 3c</li> <li>• 4a</li> </ul> <b>Conceptual Framework</b> <ul style="list-style-type: none"> <li>• Volitional</li> <li>• professional</li> </ul>	<ul style="list-style-type: none"> <li>• There is daily reflection at the end of each lesson plan after the lesson was taught.</li> <li>• Reflections make connections between instructional practice and student progress. The reflections indicate both teaching success and areas of needed improvement. The teacher uses evidence to evaluate teaching practice and adapts the practice to meet the needs of students. Teacher growth in areas of improvement is evident as the unit progresses.</li> <li>• There is a separate written narrative that shows substantial reflection at the conclusion of the unit. In addition to summary information on the success of the unit, this section includes reflection on the learning of the teacher and how the experience of teaching this unit informs future teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• There is daily reflection at the end of each lesson plan after the lesson was taught.</li> <li>• Reflections indicate progress in student learning. The reflections indicate both teaching success and areas of needed improvement. The teacher uses evidence to evaluate teaching practice and adapts the practice to meet the needs of students.</li> <li>• There is a separate written narrative that shows substantial reflection at the conclusion of the unit. In addition to summary information on the success of the unit, this section includes reflection on the learning of the teacher and how the experience of teaching this unit informs future teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• There is daily reflection at the end of each lesson plan after the lesson was taught.</li> <li>• Reflections indicate both teaching success and areas of needed improvement.</li> <li>• There is a separate written narrative that shows reflection at the conclusion of the unit. The final reflection includes summary information on the success of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections are included for lessons.</li> <li>• Reflections may not demonstrate enough depth to indicate an awareness of strengths and areas for growth.</li> <li>• A final unit reflection is included, but is incomplete or insufficient.</li> </ul>