

MTE work sample
 CUESTE work sample
 Other

_____ #1
 _____ Practicum
 _____ #2
 _____ Student Teaching

_____ Met
 _____ Not Met

Overall Evaluation of work sample requirements



Work Sample Scoring Guide

Name of Student _____

Name of University Supervisor _____

Name of Cooperating Teacher _____ School _____

Work Sample Title _____

Grade Level _____ Unit Subject Area _____

This work sample includes “purposeful attention to literacy instruction” Yes _____ No _____

Date Submitted to University Supervisor _____ Dates Taught _____

Scoring Guidelines

Met - There is sufficient evidence this criteria was met within the Work Sample.

Not Met - There is insufficient evidence this criteria was met within the Work Sample. The student will need to redo this work, if possible. If not, the student will need to provide sufficient reflection on the work, what was done, why it did not meet passing criteria, and what would be done differently in the future.

Please make comments as appropriate

WORK SAMPLE PROPOSAL			
Met	Not Met	Trait	Comments
		Put the unit in a curricular continuum. (1)	
		Describe concisely and accurately the concepts, knowledge, and skills students will gain during this unit. (2)	
		Identify one to three common curriculum goals, OR standard, OR benchmark for the entire unit, one of which will be listed in each lesson. (3)	
		Provide a description of and rationale for the choice of methodology. (4)	
		<i>Prepare an appropriate pre- and post-assessment based on the content of each lesson.</i> (5)	
		Explain how families will be invited to support the learning at home. (6)	
<p><i>Prior to the unit being taught</i>, this unit plan has been approved based on these six traits.</p> <p>University Supervisor’s Signature _____ Date _____</p>			

ASSESSMENT PLANNING	___ Met ___ Not Met
Appropriate pre-assessment is done with enough lead time that the results can inform instruction and the unit can be adjusted based on the results. (7)	
Overall unit assessments are valid and aligned with CCG's, standards, and benchmarks. (8)	
Individual lesson assessments are aligned with stated instructional objective of each lesson (9)	
Comments:	
UNIT DEVELOPMENT	___ Met ___ Not Met
Lessons are linked in an integrative, cohesive manner.(10)	
The unit moves learners toward stated goals. (11)	
The unit is developmentally appropriate on all dimensions. (12)	
Comments:	
INSTRUCTION	___ Met ___ Not Met
Each lesson must have a specific purpose that is directly aligned with stated goal(s) of the unit. (13)	
Complete lesson plans for 10-25 instructional sessions of relevant and engaging learning opportunities. (14)	
Learning is integrated across curricular areas as appropriate. (15)	
Appropriate use of literacy strategies. (16)	
Appropriate use of materials and technology. (17)	
Complete descriptions of specific and real accommodations and modifications for individual students. (18)	
Comments:	
REFLECTION ON ASSESSMENT DATA	___ Met ___ Not Met
<i>Data on learning gains are analyzed for each student.</i> (19)	
Data on learning gains are summarized and explained in relation to each student's level of knowledge prior to instruction. (20)	
There is a reasonable interpretation and clear explanation of the learning gains, or lack thereof. (21)	
The uses to be made of the data on learning gains in planning subsequent instruction are explained. (22)	
<i>Comments:</i>	
REFLECTION ON TEACHING AND FAMILY INVOLVEMENT	___ Met ___ Not Met
There is significant reflection daily throughout the unit. (23)	
There is significant reflection after teaching the unit. (24)	
A description is given of how student progress is reported to students and their families. (25)	
Comments:	

_____ University Supervisor (Evaluator of the work sample) Date _____

**The University Supervisor must submit this scoring guide
with the work sample to the College of Education.**