

CUESTE _____ MTE "A" _____

MTE "B" _____

(Please check one)



Work Sample Scoring Guide

Name of Student _____

Name of University Supervisor _____

Name of Cooperating Teacher _____

School _____

Work Sample Title _____

Grade Level _____ Unit Subject Area _____

Date Submitted _____ Dates Taught _____

Scoring Guidelines

4 – Good

- Demonstrates a *thorough* understanding and application of the requirement.
- Excels well beyond the minimum requirements in an innovative and creative manner.

3 – Satisfactory

- Demonstrates an *adequate* understanding and application of the requirement.
- Achieves or exceeds the minimum requirements in a distinctive manner.

2 – Needs Improvement

- Demonstrates *minimal* understanding and application of the requirement.
- Minimally meets requirements but needs improvement.

1 – Not Satisfactory

- Does *not* demonstrate a basic understanding and application of the requirement.
- Does not meet minimum requirements.

(Please make comments as appropriate)

Score	Trait	Comments
GENERAL CHARACTERISTICS OF THE WORK SAMPLE		
	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 common curriculum goal(s), standard(s), and benchmark(s). (3)	
	Provide a description of and rationale for the choice of methodology. (4)	
	Prepare an appropriate pre- and post-assessment. (5)	
	Explain how families will be invited to participate in the instruction. (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 _____</p>		

ASSESSMENT PLANNING		
	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 specific purpose (instructional objective) of each lesson. (9)	
UNIT DEVELOPMENT		
	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)	
INSTRUCTION		
	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)	
REFLECTION ON ASSESSMENT DATA		
	Data on learning gains are analyzed for each student. (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)	
REFLECTION ON TEACHING AND FAMILY INVOLVEMENT		
	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)	

Evaluation of work sample requirements: (Circle one)

MET

NOT MET

Cooperating Teacher
(Teacher in classroom where work sample was taught)

University Supervisor
(Evaluator of the work sample)

**** This scoring guide must be submitted with the work sample to the College of Education. ****