

Chadron State College

Teacher Work Sample Scoring Rubric

4. Advanced: {A 140-131} -- This denotes the presence of the advanced skills necessary to teach and assess students in the academic area.

3. Proficient: {B 130-118} -- This denotes the presence of essential skills necessary to teach and assess students in the academic *area*.

2. Progressing: {C 117-105} -- This denotes the presence of the bare essential skills necessary to teach and assess students in the academic area.

1. Unacceptable: {D Below 105}-- Any rating earned at or below the Unacceptable level in the teacher candidate's TWS will be deemed unacceptable for a teacher candidate preparing for Nebraska teacher certification.

0. Missing {F} Any rating earned at this level in the teacher candidate's TWS will be deemed unacceptable for a teacher candidate preparing for Nebraska teacher certification.

**See example of full rubric for detail descriptions of candidates at each level.

* Required

* This form will record your name, please fill your name.

1. Candidate's name *

2. Evaluator's Name: *

3. Date: *



Professional Presentation

4. Title Page

4 - Advanced - Title page is complete: Contains name, school district site, class name, grade level, date and Chadron State College

3 - Proficient - Title page is missing one component of those listed above

2 - Title page - Title page is missing two components of those listed above

1 - Unacceptable - Title page is missing three or more components of those listed above

0 - Missing - Title page is missing

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☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

5. Table of Contents

4 - Advanced - Table of Contents is complete and organized: Clear and organized with page numbers

3 - Proficient - Table of Contents is missing one component

2 - Progressing - Table of Contents is missing two components

1 - Unacceptable - Table of Contents is missing three or more components

0 - Missing - Table of Contents is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

6. Comments on Professional Presentation

Contextual factors and Instructional Setting

7. Contextual factors (Community, District, and School).

4 - Advanced - Descriptions of contextual factors (geographic location, community and school population, socio-economic profile, race/ethnicity, community support for education) are clear and complete

3 - Proficient - Descriptions of contextual factors, as listed above, are unclear and missing one component

2 - Progressing - Descriptions of contextual factors, as listed above, are unclear and missing two-three components

1 - Unacceptable - Descriptions of contextual factors, as listed above, are very unclear and missing more than three components

0 - Missing - Descriptions of contextual factors are missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

8. Classroom factors

4 - Advanced - Descriptions of classroom factors are clear and complete. Description should include; physical features of room, availability of technology, equipment, resources and extent of classroom involvement by community and/or parents. Classroom rules, routines and grouping patterns, if available, should be included as well.

3 - Proficient - Descriptions of classroom factors, as described above, are unclear and missing one component

2 - Progressing - Descriptions of classroom factors, as described above, are unclear and missing two-three components

1 - Unacceptable - Descriptions classroom factors, as described above, are very unclear and missing more than three components

0 - Missing - Descriptions of classroom factors are missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

9. Rationale

4 - Advanced - Rationale for the concept or subject is very clear and complete

3 - Proficient - Rationale for the concept or subject is mostly clear and complete

2 - Progressing - Rationale for the concept or subject is unclear and/or incomplete

1 - Unacceptable - Rationale for the concept or subject is unclear and incomplete

0 - Missing - Rationale for the concept or subject is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

10. Class characteristics

4 - Advanced - Description of class characteristics is clear and complete. This description should include: age, gender, race/ethnicity, special needs, developmental levels, culture, language, interests and students' skill levels. Address students' prior knowledge and skills that will influence lesson development.

3 - Proficient - Description of class characteristics, as described above, is unclear and missing one component

2 - Progressing - Description of class characteristics, as described above, is very unclear and missing two-three components

1 - Unacceptable - Description of class characteristics, as described above, is missing three or more components

0 - Missing - Description of class characteristics is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

11. Instructional implications

4 - Advanced - Explanation of the instructional implications is very clear and complete

3 - Proficient - Explanation of the instructional implications is mostly clear and not complete

2 - Progressing - Explanation of the instructional implications is unclear and/or not complete

1 - Unacceptable - Explanation of the instructional implications is unclear and not complete

0 - Missing - Explanation of instructional implications is missing

*

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

12. Comments on Contextual factors and Instructional Settings

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Initial Instructional Plan

13. Lesson plan objectives

4 - Advanced - Objectives exceed expectations of pre-service teachers

3 - Proficient - Objectives state what the students will learn

2 - Progressing - Objectives partially state what the students will learn

1 - Unacceptable - Objectives do not specify what the students will learn

0 - Missing - Objectives are missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

14. Lesson plan standards

4 - Advanced - Each objective is explicitly tied to standards

3 - Proficient - Some objectives are explicitly tied to standards

2 - Progressing - Few objectives are inadequately tied to standards

1 - Unacceptable - Objectives are not tied to standards

0 - Missing - Standards are not included/missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

15. Lesson plans: Body of instruction

4 - Advanced - Instructional plans are complete and contain more than four examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)

3 - Proficient - Instructional plans are complete and contain three examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)

2 - Progressing - Instructional plans are complete and contain two examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)

1 - Unacceptable - Instructional plans are complete with only one example of differentiated instruction or levels of learning (at least three consecutive lessons)

0 - Missing - Instructional plans are not included/missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

16. Lesson plans: Formative assessments

4 - Advanced - Multiple and varied formative assessments are included and align with the objectives/instructional plan

3 - Proficient - Multiple or varied formative assessments are included and align with the objectives/instructional plan

2 - Progressing - A formative assessment is included and somewhat aligns with the objective/instructional plan

1 - Unacceptable - Formative assessments are included but do not align with objectives/instructional

0 - Missing - No formative assessments are included in the instructional plan *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

17. Comments on Initial Instructional Plan:

Assessment Plan (Section 1)

18. Objective alignment

4 - Advanced - Pre-assessment and post-assessment are aligned with all objectives

3 - Proficient - Pre-assessment and post-assessment are aligned with most objectives

2 - Progressing - Pre-assessment and post-assessment are aligned with few objectives

1 - Unacceptable - Pre-assessment and post-assessment are not aligned with the objectives

0 - Missing - Pre-assessment and post-assessment are missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

19. Assessment characteristics

4 - Advanced - Pre-assessment and post- assessment have all of the following: 1. have face validity, 2. appear to be reliable, 3. are appropriate to level, 4. are based on instructional plans, 5. student directions and scoring procedures are clearly explained

3 - Proficient - Pre-assessment and post- assessment have four of the following: 1. have face validity, 2. appear to be reliable, 3. are appropriate to level, 4. are based on instructional plans, 5. student directions and scoring procedures are clearly explained

2 - Progressing - Pre-assessment and post- assessment have three of the following: 1. have face validity, 2. appear to be reliable, 3. are appropriate to level, 4. are based on instructional plans, 5. student directions and scoring procedures are clearly explained

1 - Unacceptable - Pre-assessment and post- assessment have two or fewer of the following: 1. face validity, 2. appear to be reliable, 3. are appropriate to level, 4. are based on instructional plans, 5. student directions and scoring procedures are not clearly explained

0 - Missing - Pre-assessment and post-assessment are missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

20. Student samples

4 - Advanced - Examples of a high-score and a low-score confidential student pre-assessment and post-assessment are included (4 in all)

3 - Proficient - Examples of a high-score and/or a low-score confidential student pre-assessment and/or post-assessment are included (only three included)

2 - Progressing - Examples of a high-score and/or a low-score confidential student pre-assessment and/or post-assessment are included (only two included)

1 - Unacceptable - Only one example of high- or low- score confidential student pre-assessment or post-assessment is included (only 1 included)

0- Missing - Pre-assessment and post-assessment examples are missing and/or FERPA regulations were violated *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0- Missing

21. Clarity of Criterion and Standards for Performance *

☐ 4 - Advanced: Assessment contains clear criteria for measuring student performance

☐ 3 - Proficient: Assessment criteria have been developed, but they are not clear but are linked to learning goals

☐ 2 - Progressing: Assessment criteria have been developed, but are not clear AND are not linked to learning goals

☐ 1 - Unacceptable: Assessment criteria have not been developed and are not clear and are not linked to learning goals

☐ 0 - Missing: Assessment criteria is missing

22. Comments on Assessment Plan (Section 1)

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Assessment Plan (Section 2)

23. Data display

4 - Advanced - Pre-assessment data is clearly and completely displayed in a labeled graph or chart

3 - Proficient - Pre-assessment data is clearly and completely displayed but not in a graph or chart

2 - Progressing - Pre-assessment data is displayed in a graph or chart but is unclear

1 - Unacceptable - Pre-assessment data is not displayed in a graph or a chart and is unclear

0 - Missing - Pre-assessment data is missing. *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

24. Data analysis

4 - Advanced - Pre-assessment data is clearly and completely described and analyzed

3 - Proficient - Pre-assessment data is clearly and completely described but inadequately analyzed

2 - Progressing - Pre-assessment data is inadequately described and analyzed

1 - Unacceptable - Pre-assessment data is not described or analyzed

0 - Missing - Pre-assessment data is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

25. Revisions

4 - Advanced - Need for revisions of initial instructional plans is clearly and completely described and enhance or contribute to the learning objectives

3 - Proficient - Need for revisions of initial instructional plans is unclear or incomplete and mostly enhance or contribute to the learning objectives

2 - Progressing - Need for revisions of initial instructional plans is unclear and incomplete and somewhat enhance or contribute to the learning objectives

1 - Unacceptable - Need for revisions of initial instructional plans is not acknowledged and do not enhance or contribute to the learning objectives

0 - Missing - Description of revisions is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ **0 - Missing**

26. Comments on Assessment Plan (Section 2)

Revised Instructional Plans

27. Revisions

4 - Advanced - Revisions reflect student needs based on pre-assessment data and the monitoring of students' learning while teaching lessons

3 - Proficient - Revisions reflect some of the student needs based on pre-assessment data and the monitoring of students' learning while teaching lessons

2 - Progressing - Revisions reflect few of the student needs based on pre-assessment data and the monitoring of students' learning while teaching lessons

1 - Unacceptable - Revisions do not reflect student needs based on pre-assessment data and the monitoring of students' learning while teaching lessons

0 - Missing - Revisions were not included or missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

28. Lesson plans objectives

4 - Advanced - Objectives exceed expectation of pre-service teachers

3 - Proficient - Objectives state what the students will learn

2 - Progressing - Objectives partially state what the students will learn

1 - Unacceptable - Objectives do not specify what the students will learn

0 - Missing - Objectives are missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

29. Lesson plan standards

4 - Advanced - Each objective is explicitly tied to standards

3 - Proficient - Some objectives are explicitly tied to standards

2 - Progressing - Few objectives are tied to standards

1 - Unacceptable - Objectives are not tied to standards

0 - Missing - Standards were not included in the plans *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

30. Lesson plans: Body of instruction

4 - Advanced - Instructional plans are complete and reflect utilization of more than four examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)

3 - Proficient - Instructional plans are complete and reflect utilization of three or four examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)

2 - Progressing - Instructional plans are complete and reflect utilization of one or two examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)

1 - Unacceptable - Instructional plans are not complete and do not reflect utilization of any examples of differentiated instruction or levels of learning (at least three consecutive lessons)

0 - Missing - Instructional plans are not included or missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

31. Lesson plan formative assessments

4 - Advanced - Multiple and varied formative assessments are included and align with the objectives/instructional plans

3 - Proficient - Multiple or varied formative assessments are included and align with objectives/instructional plans

2 - Progressing - A formative assessment is included and somewhat aligns with objectives/instructional plans

1 - Unacceptable - Formative assessments are included but do not align with objectives/standards

0 - Missing - Instructional plans do not contain formative assessments *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

32. Comments on Revised instructional plans:

Assessment Plan (Section 3)

33. Post-assessment data

4 - Advanced - Post-assessment data is clearly and completely described and analyzed

3 - Proficient - Post-assessment data is described but inadequately analyzed

2 - Progressing - Post-assessment data is inadequately described and analyzed

1 - Unacceptable - Post-assessment data is not described or analyzed and described

0 - Missing - Post-assessment is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

34. Class growth

4 - Advanced - Comparison of pre-assessment and post-assessment data showing **class growth** is clearly and completely displayed in a labeled graph or chart

3 - Proficient - Comparison of pre-assessment and post-assessment data showing **class growth** is displayed but not in a graph or chart

2 - Progressing - Comparison of pre-assessment and post-assessment data showing **class growth** is displayed in a graph or chart but is unclear

1 - Unacceptable - Comparison of pre-assessment and post-assessment data showing **class growth** is not displayed in a graph or chart and is unclear

0 - Missing - Comparison of pre-assessment and post-assessment data showing class growth is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

35. Individual growth

4 - Advanced - Comparison of pre-assessment and post-assessment data showing **individual growth** is clearly and completely displayed in a labeled graph or chart

3 - Proficient - Comparison of pre-assessment and post-assessment data showing **individual growth** is displayed but not in a graph or chart

2 - Progressing - Comparison of pre-assessment and post-assessment data showing **individual growth** is displayed in a graph or chart but is unclear

1 - Unacceptable - Comparison of pre-assessment and post-assessment data showing **individual growth** is not displayed in a graph or chart and is unclear

0 - Missing - Comparison of pre-assessment and post-assessment data showing **individual growth** is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

36. Impact on student learning

4 - Advanced - Description of impact upon student learning is clearly and completely stated

3 - Proficient - Description of impact upon student learning is stated and is mostly clear or complete

2 - Progressing - Description of impact upon student learning is stated but is unclear and/or incomplete

1 - Unacceptable - Description of impact upon student learning is stated and is unclear and incomplete

0 - Missing - Description of impact upon student learning is missing. *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

37. Impact of instruction

4 - Advanced - Impact of instruction on student growth is clearly and completely analyzed

3 - Proficient - Analysis of Impact of instruction on student growth is unclear or incomplete

2 - Progressing - Analysis of Impact of instruction on student growth is unclear and incomplete

1 - Unacceptable - Analysis of impact of instruction on student growth is inadequately stated

0 - Missing - Impact of instruction on student growth is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

38. Comments on Assessment Plan (Section 3):

Instructional Decision-making

39. Decision making

4 - Advanced - Contains four examples of instructional decision making based on pre-assessment data and on students' learning during lessons

3 - Proficient - Contains three examples of instructional decision making based on pre-assessment data and on students' learning during lessons

2 - Progressing - Contains two examples of instructional decision making based on pre-assessment data and on students' learning during lessons

1 - Unacceptable - Contains only one example of instructional decision making based on pre-assessment data and on students' learning during lessons

0 - Missing - Instructional decision-making is missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

40. Strategies

4 - Advanced - Description of two or more effective instructional strategies/activities is clear

3 - Proficient - Description of two effective instructional strategies/activities is unclear

2 - Progressing - Description of one effective instructional strategy/activity is clear

1 - Unacceptable - Description of one effective instructional strategy/activity is unclear

0 - Missing - Description of effective instructional strategies/activities is not included *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

41. Formative assessments

4 - Advanced - Describes multiple varied formative assessments used to monitor student progress

3 - Proficient - Describes multiple formative assessments used to monitor student progress

2 - Progressing - Describes a varied formative assessment used to monitor student progress

1 - Unacceptable - Describes a formative assessment used to monitor student progress

0 - Missing - Formative assessments are not described *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

42. Barriers

4 - Advanced - Description of two or more barriers to student learning is clear

3 - Proficient - Description of two barriers to student learning is unclear

2 - Progressing - Description of one barrier to student learning is clear

1 - Unacceptable - Description of one barrier to student learning is unclear

0 - Missing - Description of barriers is not included *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

43. Reflection and self-evaluation

4 - Advanced - The reflection and self-evaluation contains analysis of **all** the following: 1. Engaged time, 2. Student interest and motivation, 3. Student mastery of learning objectives, 4. Revisions of instructional strategies/activities, 5. Student feedback, 6. Future considerations based on self-evaluation, 7. Future considerations based on cooperating teacher and/or students

3 - Proficient - The reflection and self-evaluation contains analysis of **five or six** of the following: 1. Engaged time, 2. Student interest and motivation, 4. Revisions of instructional strategies/activities, 5. Student feedback, 6. Future considerations based on self-evaluation, 7. Future considerations based on cooperating teacher and/or students.

2 - Progressing - The reflection and self-evaluation contains analysis of **three or four** of the following: 1. Engaged time, 2. Student interest and motivation, 3. Student mastery of objectives, 4. Revisions of instructional strategies/activities, 5. Student feedback, 6. Future considerations based on self-evaluation, 7. Future considerations based on cooperating teacher and/or students

1 - Unacceptable - The reflection and self-evaluation contains analysis of **two or fewer** of the following: 1. Engaged time, 2. Student interest and motivation, 3. Student mastery of objectives, 4. Revisions of instructional strategies/activities, 5. Student feedback, 6. Future considerations based on self-evaluation, 7. Future considerations based on cooperating teacher and/or students

0 - Missing - Reflection and self-evaluation are missing *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Missing

44. Comments on Instructional decision-making:

45. Organization

4 - Advanced - Organization of presentation aligns with TWS Instruction Sheet

3 - Proficient - Organization of presentation has a few deviations from the TWS Instruction Sheet

2 - Progressing - Organization of presentation has several deviations from the TWS Instruction Sheet

1 - Unacceptable - Organization of presentation does not align with the TWS Instruction Sheet

0 - Returned - Organization of presentation is absent and disregards the TWS instruction sheet *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Returned

46. Writing/Grammar

4 - Advanced - Writing is grammatically correct, complete, easy to understand and represents professional writing

3 - Proficient - Writing is grammatically correct, complete, easy to understand, but contains a few errors

2 - Progressing - Writing contains several errors, or may not be complete or easy to understand

1 - Unacceptable - Writing contains significant errors, is not complete or easy to understand

0 - Returned - Writing contains numerous errors, making it incomprehensible. *

☐ 4 - Advanced

☐ 3 - Proficient

☐ 2 - Progressing

☐ 1 - Unacceptable

☐ 0 - Returned

47. Comments on writing and organization. *

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