

Prairie View A & M University
Whitlowe R. Green College of Education
Teacher Work Sample Scoring Rubric

Candidate's Name: _____

Semester: Spring Fall

Certification Area: _____

Year: _____

<u>Teaching Process</u>	<u>Target</u> <u>3</u>	<u>Acceptable</u> <u>2</u>	<u>Unacceptable</u> <u>1</u>
<p>CONTEXTUAL FACTORS – The teacher uses information about the learning-teaching context and student individual diversity to set objectives and plan instruction and assessment.</p> <ol style="list-style-type: none"> Community, school, and classroom factors; characteristics of students and their learning styles; students' skills and prior knowledge. Note implications for instructional planning and assessment Pictorial images are present 			
<p>OBJECTIVES / INTENDED LEARNING OUTCOMES – The teacher sets significant challenging, varied and appropriate objectives that clearly aligns with national or state standards.</p> <ol style="list-style-type: none"> Supporting documentation is evident TEKS, State objectives, learning goals 			
<p>ASSESSMENT PLAN – The teacher uses clear multiple assessment modes and approaches to assess student learning before, during, and after instruction that:</p> <ol style="list-style-type: none"> Aligns with objectives and instruction with clear criteria for performance Technical soundness that reflect adaptations based on individual needs 			
<p>DESIGN FOR INSTRUCTION – The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.</p> <ol style="list-style-type: none"> Alignment with objectives / Accurate content/ Sound lesson structure Use of contextual information and data to select appropriate strategies activities, assignments and resources including appropriate technology 			
<p>INSTRUCTIONAL DECISION MAKING – The teacher uses ongoing analysis of student learning to make instructional decisions</p> <ol style="list-style-type: none"> Makes adjustments based on careful analysis of student learning Graphs and tables are evident 			
<p>ANALYSIS OF STUDENT LEARNING – The teacher uses assessment data to profile student learning and communicate information about student progress</p> <ol style="list-style-type: none"> Evidence of impact on student learning Graphs and tables are evident 			
<p>REFLECTION AND SELF EVALUATION – The teacher reflects on his or her instruction and student learning in order to improve teaching practice</p> <ol style="list-style-type: none"> Interpretation of student learning; Insights on effective instruction/assessment Alignment among objectives, instruction and assessment Implications for future teaching and professional development 			
TOTAL			
AVERAGE	3	2	1

Reference; <http://cstf-coe.semo.edu/bratberg/tws.htm>

Reviewer: _____