

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

Candidate: _____ SID: _____

Certification Area: _____

Grade / Subject: _____ Title of TWS: _____

University Supervisor: _____ Semester/Year: _____

Cooperating Teacher: _____

1 - Unacceptable 2 - Acceptable 3 - Target

A. Contextual Factors				
INTASC Principle #10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.				
TExES Pedagogy & Professional Development (PPR) EC-12 - Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.				
	1-Unacceptable	2-Acceptable	3- Target	Score
1. Community, School, Classroom	Candidate's TWS reflects his/her failure to seek involvement with, understanding of, and/or collaboration with colleagues, parents, and/or community members in the construction of a positive learning environment.	Candidate's TWS reflects his/her occasional involvement with, understanding of, and collaboration with colleagues, parents, and/or community members in the construction of a positive learning environment.	Candidate's TWS reflects his/her continual involvement with, understanding of, and collaboration with colleagues, parents, and/or community members in the construction of a positive learning environment.	
2. Student Characteristics	Candidate's TWS provides little or no evidence of his/her recognition, understanding, & reliance on students' individual	Candidate's TWS provides some evidence of his/her recognition, understanding, & reliance on students' individual characteristics to plan	Candidate's TWS provides ample evidence of his/her recognition, understanding, & reliance on students' individual characteristics to	

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	characteristics to plan supportive activities, assignments, & assessments designed to support students' individual academic progress.	supportive activities, assignments, & assessments designed to support students' individual academic progress.	plan supportive activities, assignments, & assessments designed to support students' individual academic progress.	
3. Approaches to Learning	Candidate's TWS does not provide evidence that s/he utilizes a variety of resources & approaches to provide creative activities, assignments and assessments designed to support students' individual academic growth & personal well being.	Candidate's TWS provides some evidence that s/he utilizes a variety of resources & approaches in providing creative activities, assignments and assessments designed to support students' individual academic growth & personal well being.	Candidate's TWS provides ample evidence that s/he utilizes a variety of resources in providing creative activities, assignments and assessments designed to support students' individual academic growth & personal well being.	
4. Skills & Prior Learning	Candidate's TWS provides little or no evidence that s/he uses a variety of methods to evaluate, incorporate and further students' individual skills and prior knowledge.	Candidate's TWS provides some evidence that s/he uses a variety of methods to evaluate, incorporate and further students' individual skills and prior knowledge.	Candidate's TWS provides ample evidence that s/he uses a variety of methods to evaluate, incorporate and further students' individual skills and prior knowledge.	
5. Implications for Planning & Assessment	Candidate's TWS reveals that s/he has little or no understanding of the significance of the instructional context and its relationship to student academic success & personal development.	Candidate's TWS reveals that s/he has some understanding of the significance of the instructional context and its relationship to student academic success & personal development.	Candidate's TWS reveals that s/he has a deep understanding of the significance of the instructional context and its relationship to student academic success & personal development.	

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B. Learning Goals				
INTASC Principle #2: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.				
INTASC Principle #6: The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.				
	1-Unacceptable	2-Acceptable	3- Target	Score
6. Challenge & Variety	Candidate's TWS reflects few if any activities & assignments that are appropriately interesting & challenging for students; assignments, activities, & assessments offer a variety of formats to support student choice & opportunities for collaboration.	Candidate's TWS reflects 1 or 2 activities & assignments that are appropriately interesting & challenging for students; assignments, activities, & assessments offer a variety of formats to support student choice & opportunities for collaboration.	Candidate's TWS reflects a variety of activities & assignments that are appropriately interesting & challenging for students; assignments, activities, & assessments offer a variety of formats to support student choice & opportunities for collaboration.	
7. Appropriateness	Candidate's TWS contains few, if any, examples of instructional plans, materials, & assessments that are individually appropriate for students; few, if any, scaffolded assignments, activities & assessments are available for students, parents, & others to understand, follow, & support each student's academic growth & personal progress.	Candidate's TWS contains several (at least 3) examples of instructional plans, materials, & assessments that are individually appropriate for students; a few scaffolded assignments, activities & assessments are available for students, parents, & others to understand, follow, & support each student's academic growth & personal progress.	Candidate's TWS contains multiple (4 or more) examples of instructional plans, materials & assessments that are individually appropriate for students; a variety of scaffolded assignments, activities & assessments are available for students, parents, & others to understand, follow, & support each student's academic growth & personal progress.	
8. Alignment with Standards	Candidate's TWS has few, if any, activities &/or assignments that	Candidate's TWS may have 1 or 2 activities &/or assignments	Candidate's TWS has multiple level (national, state, local)	

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	are aligned with national &/or state learning standards.	that are not aligned with national & state learning standards.	learning standards aligned with all activities and/or assignments.	
C. Assessment Plan INTASC Principle #8: The teacher understands and uses formal/informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. INTASC Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.				
	1-Unacceptable	2-Acceptable	3- Target	
9. Alignment with Goals & Instruction	Candidate's TWS contains assessments that fail to be correctly aligned, directly & appropriately, with learning goals/objectives.	Candidate's TWS contains assessments that are aligned, directly & appropriately, with most learning goals/objectives, although in 1 or 2 cases alignment may be indirect, in error or missing.	Candidate's TWS contains assessments that are correctly aligned, directly & appropriately, with learning goals/objectives.	
10. Adaptations Based on Individual Needs	Candidate's TWS fails to demonstrate his/her ability to select and/or create a variety of assessment methods that are academically & developmentally appropriate for all students.	Candidate's TWS demonstrates his/her ability to select and/or create a variety of assessment methods that are appropriate for students, although there may be a few (not more than 2) assessment methods that are not varied, and/or are academically &/or developmentally inappropriate for all students.	Candidate's TWS demonstrates clearly his/her ability to select and/or create a variety of assessment methods that are appropriate for all students.	
11. Technical Soundness	Candidate's TWS contains few, if any, examples of rubrics, grading scales, and/or other assessment devices that are fair, accurate and logical.	Candidate's TWS contains at least 2 examples of rubrics, grading scales, and/or other assessment devices that are fair, accurate and logical.	Candidate's TWS contains multiple examples of rubrics, grading scales, and/or other assessment devices that are fair, accurate and logical.	

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D. Design for Instruction				
INTASC Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.				
	1-Unacceptable	2-Acceptable	3- Target	
12. Alignment with Goals	Candidate's TWS includes instructional plans that are not based on personal knowledge & understanding of subject matter, students, contextual factors & curriculum goals/objectives.	Candidate's TWS includes instructional plans that are based on some personal knowledge & some understanding of subject matter, students, contextual factors & curriculum goals/objectives.	Candidate's TWS includes instructional plans that are clearly based on a high level of personal knowledge & a deep understanding of subject matter, students, contextual factors & curriculum goals/objectives.	
13. Representation of Content	Candidate's TWS contains few, if any , instructional materials, activities & assessments that accurately represent current thinking & understanding of the subject matter.	Candidate's TWS contains some instructional materials, activities & assessments that accurately represent current thinking & understanding of the subject matter.	Candidate's TWS contains only instructional materials, activities & assessments that accurately represent current thinking & understanding of the subject matter.	
14. Structure	Candidate's TWS presents little, or no, evidence that he/she can structure instructional materials and activities in a logical & developmentally appropriate hierarchy.	Candidate's TWS presents some evidence that he/she can structure instructional materials and activities in a logical & developmentally appropriate hierarchy.	Candidate's TWS presents ample evidence that he/she can structure instructional materials and activities in a logical & developmentally appropriate hierarchy.	
15. Uses Variety	Candidate's TWS does not demonstrate his/her ability to create and/or select a variety of creative instructional activities & materials that are appropriate for students.	Candidate's TWS demonstrates his/her ability to create and/or select several different instructional activities & materials that are appropriate for students.	Candidate's TWS demonstrates his/her ability to create and/or select a variety of creative instructional activities & materials that are appropriate for students.	
16. Use of Contextual	Candidate's choice of	Candidate's choice of	Candidate's choice of	

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Information	instructional activities, materials & assessments reveals little or no personal knowledge of subject matter, learning goals/objectives &/or familiarity with local people, places, historical implications & demographics of community, school, & classroom factors.	instructional activities, materials & assessments reveals some personal knowledge of subject matter, learning goals/objectives & some effort to familiarize him/herself with local people, places, historical implications & demographics of community, school, & classroom factors.	instructional activities, materials & assessments reveals considerable personal knowledge of subject matter, learning goals/objectives & familiarity with local people, places, historical implications & demographics of community, school, & classroom factors.	
17. Use of Technology	Candidate's TWS reveals few, if any, instructional activities, materials, & assessments that imbed use of various software applications, Internet, & instructional technology hardware for teaching and learning ; candidate's TWS fails to reveal evidence of personal digital literacy & does not provide evidence of an understanding that students' active involvement in their own learning can be supported by the use of technology in and out of the classroom.	Candidate's TWS reveals instructional activities, materials, & assessments that provide for limited use (at least 1 or 2 examples) of various software applications, Internet, & instructional technology hardware for teaching and learning; candidate's TWS reveals evidence of personal digital literacy & provides evidence of an understanding that students' active involvement in their own learning can be supported by the use of technology in and out of the classroom.	Candidate's TWS reveals multiple (at least 3 or more examples) instructional activities, materials, & assessments that imbed use of various software applications, Internet, & instructional technology hardware for teaching and learning ; candidate's TWS reveals evidence of a high level of personal digital literacy & provides evidence of an understanding that students' active involvement in their own learning can be supported by the use of technology in and out of the classroom.	
E. Instructional Decisions INTASC Principle #1: The teacher understands central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful to students.				

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INTASC Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				
	1-Unacceptable	2-Acceptable	3- Target	
18. Professional Practice	Candidate's TWS exemplifies little or no adherence to & understanding of best pedagogical practices, ethical practices in teaching & learning, little college-level writing ability, with multiple errors in the use of the mechanics of English grammar, capitalization, & punctuation.	Candidate's TWS exemplifies some adherence to & understanding of best pedagogical practices, ethical practices in teaching & learning, acceptable writing ability, with no more than 1 or 2 errors in the use of the mechanics of English grammar, capitalization, & punctuation.	Candidate's TWS exemplifies a professional level of adherence to & understanding of best pedagogical practices, ethical practices in teaching & learning, sophisticated writing ability, as well as skillful use of the mechanics of English grammar, capitalization, & punctuation.	
19. Modifications	Candidate's TWS fails to exemplify his/her ability &/or willingness to modify learning goals, instruction, materials, activities, & assessment to meet individual needs of students.	Candidate's TWS exemplifies his/her ability & capacity to modify learning goals, instruction, materials, activities, & assessment to meet individual needs of students.	Candidate's TWS exemplifies his/her expert ability & willingness to modify learning goals, instruction, materials, activities, & assessment to meet individual needs of students.	
F. Analysis of Student Learning				
INTASC Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.				
	1-Unacceptable	2-Acceptable	3- Target	
20. Presentation	Candidate's TWS contains few, if any , activities, assignments &/or assessments that reflect understanding of motivation, how to encourage positive social interaction, &/or active engagement in learning.	Candidate's TWS contains 1 or 2 activities, assignments &/or assessments that reflect some understanding of motivation, how to encourage positive social interaction, & active engagement in learning.	Candidate's TWS contains multiple activities, assignments &/or assessments that reflect his/her deep understanding of motivation, how to encourage positive social interaction, & active engagement in learning.	

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21. Data Interpretation	Candidate's TWS fails to demonstrate instances where he/she has correctly interpreted data to enable scaffolding, re-teaching, and/or enrichment activities as needed as well as based on individual student performance on specific learning goals/objectives, thus supporting some active student involvement & promoting self-motivation.	Candidate's TWS demonstrates at least 1 example where he/she has correctly interpreted data to enable scaffolding, re-teaching, and/or enrichment activities as needed as well as based on individual student performance on specific learning goals/objectives, thus supporting some active student involvement & promoting self-motivation.	Candidate's TWS demonstrates multiple instances where he/she has correctly interpreted data to enable scaffolding, re-teaching, and/or enrichment activities as needed as well as based on individual student performance on specific learning goals/objectives, thus supporting active student involvement & promoting self-motivation.	
22. Evidence of Impact	Candidate's TWS provides little or no evidence of his/her positive impact on the growth of students' individual academic progress on state &/or national learning goals & objectives.	Candidate's TWS provides some evidence of his/her positive impact on the growth of students' individual academic progress on state &/or national learning goals & objectives.	Candidate's TWS provides ample evidence of his/her positive impact on the growth of students' individual academic progress on state &/or national learning goals & objectives.	
G. Reflection and Self-Evaluation <i>INTASC Principle #9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.</i>				
	1-Unacceptable	2-Acceptable	3- Target	Score
23. Insights	Candidate's TWS provides little or no evidence of his/her reflections on the instructional effects of his/her choices & actions on others in the learning community, his/her ability to positively interpret feedback from students, parent, co-	Candidate's TWS provides some evidence of his/her reflections on the instructional effects of his/her choices & actions on others in the learning community, his/her ability to positively interpret feedback from students, parent, co-	Candidate's TWS provides ample evidence of his/her reflections on the instructional effects of his/her choices & actions on others in the learning community, his/her ability to positively interpret feedback from	

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	workers & others to monitor & adjust his/her professional practices.	workers & others to monitor & adjust his/her professional practices.	students, parent, co-workers & others to monitor & adjust his/her professional practices.	
24. Implications-Professional Development	Candidate's TWS provides few, if any , examples that he/she actively seeks professional development opportunities.	Candidate's TWS provides some examples of him/her actively seeking professional development opportunities.	Candidate's TWS provides multiple examples of him/her actively seeking professional development opportunities.	
25. Ethics	Candidate's TWS reflections fail to exemplify his/her understanding of ethical choices, communications and decisions related to his/her professional practice.	Candidate's TWS reflections exemplify some degree of understanding of ethical choices, communications and decisions related to his/her professional practice.	Candidate's TWS reflections clearly exemplify his/her understanding of ethical choices, communications, and decisions related to his/her professional practice.	
TWS Overall				

How to Interpret Your Score

80	-	90	=	TARGET (A)
60	-	79	=	ACCEPTABLE (B)
59	OR LOWER		=	UNACCEPTABLE – Candidate must revise TWS & resubmit.

General Reviewer Comments: