

Sam Houston State University

# Teacher Work Sample Rubrics

\*Please return this booklet after scoring.

# SHSU-Contextual Factors Rubric

**TWS Standard:** *The teacher uses information about the learning/teaching context and student individual differences to set learning objectives, plan instruction and assess learning.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
<b>Knowledge of Community, School and Classroom Factors</b>	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
<b>Knowledge of Characteristics of Students</b>	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
<b>Knowledge of Students' Skills and Prior Learning</b>	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general and specific understanding of students' skills and prior learning that may affect learning.	
<b>Implications for Instructional Planning and Assessment</b>	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences, and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

# SHSU-Learning Objectives Rubric

**TWS Standard:** *The teacher sets significant, challenging, varied and appropriate learning objectives.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
<b>Significance, Challenge and Variety</b>	<i>Objectives</i> reflect only one type or level of learning.	<i>Objectives</i> reflect several types or levels of learning but lack significance or challenge.	<i>Objectives</i> reflect several types or levels of learning and are significant and challenging.	
<b>Clarity</b>	<i>Objectives</i> are not stated clearly and are activities rather than learning outcomes.	<i>The majority of the objectives</i> are clearly stated as learning outcomes.	<i>Objectives</i> are clearly stated as learning outcomes.	
<b>Appropriateness For Students</b>	<i>Objectives</i> are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	<i>The majority of the objectives</i> are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	<i>Objectives</i> are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
<b>Alignment with National, State or Local Standards</b>	<i>Objectives</i> are not aligned with national, state, or local standards.	<i>The majority of the objectives</i> are aligned with national, state, or local standards.	<i>Objectives</i> are explicitly aligned with national, state, or local standards.	

# SHSU-Assessment Plan Rubric

**TWS Standard:** *The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
<b>Alignment with Learning Objectives and Instruction</b>	Content and methods of assessment lack congruence with learning <i>objectives</i> or lack cognitive complexity.	Some of the learning <i>objectives</i> are assessed through the assessment plan, but many are not congruent with learning <i>objectives</i> in content and cognitive complexity.	Each of the learning <i>objectives</i> is assessed through the assessment plan; assessments are congruent with the learning <i>objectives</i> in content and cognitive complexity.	
<b>Clarity of Criteria and Standards for Performance</b>	The assessments contain no clear criteria for measuring student performance relative to the learning <i>objectives</i> .	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning <i>objectives</i> .	Assessment criteria are clear and are explicitly linked to the learning <i>objectives</i> .	
<b>Multiple Modes and Approaches</b>	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e., they are not performance assessments) and/or do not require the integration of knowledge, skills, and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
<b>Technical Soundness</b>	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. <i>Most</i> scoring procedures are explained; <i>most</i> items or prompts are clearly written; <i>most</i> directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; items or prompts are clearly written; directions and procedures are clear to students.	
<b>Adaptations Based on the Individual Needs of Students</b>	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of <i>most</i> students.	Teacher makes adaptations to assessments that are appropriate to meet the individual <i>needs of students</i> .	

# SHSU-Design for Instruction Rubric

**TWS Standard:** *The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
<b>Alignment with Learning Objectives</b>	Few lessons are explicitly linked to learning <i>objectives</i> . Few learning activities, assignments and resources are aligned with learning <i>objectives</i> . Not all learning <i>objectives</i> are covered in the design.	Most lessons are explicitly linked to learning <i>objectives</i> . Most learning activities, assignments and resources are aligned with learning <i>objectives</i> . Most learning <i>objectives</i> are covered in the design.	All lessons are explicitly linked to learning <i>objectives</i> . All learning activities, assignments and resources are aligned with learning <i>objectives</i> . All learning <i>objectives</i> are covered in the design.	
<b>Accurate Representation of Content</b>	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. <i>Content is not appropriately aligned (depth and rigor) with developmental level of students.</i>	Teacher's use of content appears to be mostly accurate. <i>Majority of the content is aligned (depth and rigor) with developmental level of students.</i> Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate <i>including the depth and rigor matching with the developmental level of students.</i> Focus of the content is congruent with the big ideas or structure of the discipline.	
<b>Lesson and Unit Structure</b>	The lessons within the unit are not logically organized (e.g., sequenced) <i>and are not useful in moving students toward achieving the learning objectives.</i>	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning <i>objectives.</i>	<i>The lessons</i> within the unit are logically organized and appear to be useful in moving students toward achieving the learning <i>objectives.</i>	
<b>Use of a Variety of Instruction, Activities, Assignments and Resources</b>	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety of instruction, activities, assignments or resources but with limited contribution to <i>student learning.</i>	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to <i>student learning.</i>	
<b>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</b>	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	<i>Most</i> instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	<i>Instruction</i> has been designed with reference to contextual factors and pre-assessment data. <i>Activities and assignments</i> are productive and appropriate for each student.	
<b>Use of Technology</b>	<i>Technology is inappropriately used OR teacher provides no rationale or inappropriate rationale.</i>	Teacher uses technology, but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	

## SHSU-Instructional Decision-Making Rubric

**TWS Standard:** *The teacher uses on-going analysis of student learning to make instructional decisions.*

Rating→ <i>Indicator</i> ↓	<b>1</b> Indicator Not Met	<b>2</b> Indicator Partially Met	<b>3</b> Indicator Met	Score
<b>Sound Professional Practice</b>	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
<b>Modifications Based on Analysis of Student Learning</b>	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by analysis of student learning/ performance, best practice, or contextual factors. <i>Explanation of why the modifications would improve student progress was included and is appropriate.</i>	
<b>Congruence Between Modifications and Learning Objectives</b>	Modifications in instruction lack congruence with learning <i>objectives</i> .	Modifications in instruction are somewhat congruent with learning <i>objectives</i> .	Modifications in instruction are congruent with learning <i>objectives</i> .	

# SHSU-Analysis of Student Learning Rubric

**TWS Standard:** *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
<b>Clarity and Accuracy of Presentation</b>	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors or representation.	
<b>Alignment with Learning Objectives</b>	Analysis of student learning is not aligned with learning <i>objectives</i> .	Analysis of student learning is partially aligned with learning <i>objectives</i> and/or fails to provide a comprehensive profile of student learning relative to <i>objectives</i> for the whole class and two individuals.	Analysis is fully aligned with learning <i>objectives</i> and provides a comprehensive profile of student learning for the whole class and two individuals.	
<b>Interpretation of Data</b>	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn for the data.	
<b>Evidence of Impact on Student Learning</b>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning <i>objectives</i> .	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning <i>objectives</i> .	Analysis of student learning includes evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward <i>each learning objective</i> .	

## **Required Charts and Graphs**

### **Whole Class:**

- Table comparing ***each*** student's pre- and post- assessment scores on ***each*** objective.
- Graph (bar or pie) showing the extent to which your class made progress from pre- to post-assessment for ***each*** objective.

### **Subgroups:**

- Graph (bar or pie) comparing pre- and post- assessments by subgroup on the ***one*** learning objective you chose.

### **Location:**

- Tables, charts, and graphs can be embedded within the TWS text (preferred) or included in an appendix.

# SHSU-Reflection and Self-Evaluation Rubric

**TWS Standard:** *The teacher analyzes the relationship between his/her instruction and student learning in order to improve teaching practice.*

Rating→ Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
<b>Interpretation of Student Learning</b>	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some student did not meet learning <i>objectives</i> .	
<b>Insights on Effective Instruction and Assessment</b>	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for the success or lack thereof.	
<b>Alignment Among Objectives, Instruction and Assessment</b>	Does not connect learning <i>objectives</i> , instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning <i>objectives</i> , instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning <i>objectives</i> , instruction, and assessment results in discussion of student learning and effective instruction.	
<b>Implications for Future Teaching</b>	Provides no ideas or inappropriate ideas for redesigning learning <i>objectives</i> , instruction, and assessment.	Provides ideas for redesigning learning <i>objectives</i> , instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning <i>objectives</i> , instruction, and assessment and explains why these modifications would improve student learning.	
<b>Implications for Professional Development</b>	Provides no professional learning <i>objectives</i> or <i>objectives</i> that are not related to the insights and experiences described in this section.	Presents professional learning <i>objectives</i> that are not strongly related to the insights and experiences described in this section and/or provide a vague plan for meeting the objectives.	Presents a small number of professional learning <i>objectives</i> that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these <i>objectives</i> .	



## SHSU-Contextual Factors

### Prompt

In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity (*this information should be obtained from the campus AEIS report*). You might also address such things as stability of community, political climate, community support for education, and other environmental factors. *A community's Chamber of Commerce website usually offers this information.*
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning *objectives*, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

## SHSU-Learning Objectives

### Prompt

- **List the learning *objectives*** (not the activities) that will guide the planning delivery and assessment of your unit. These *objectives* should define what you expect students to know and be able to do at the end of the unit. The *objectives* should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning *objective* so you can reference it later.
- **Show how the *objectives* are aligned with local, state (TEKS), or national standards** (Identify the source of the standards).
- **Describe the types and levels of your learning *objectives*.**
- **Discuss why your learning *objectives* are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

## SHSU-Assessment Plan

### Prompt

- **Provide an overview of the assessment plan.** For each learning *objective* include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning *objectives* and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
- **Describe the pre- and post- assessments that are aligned with your learning *objectives*.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning *objectives*. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at which points in your teaching it will be important to assess students' progress toward learning *objectives*.

## SHSU-Design for Instruction

### Prompt

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to learning objectives*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning *objective*. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning *objectives*.
- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the *objective* or *objectives* (coded from your Learning Objectives section) that you are addressing in each activity. Make sure that every *objective* is addressed by at least one activity and that every activity relates to at least one *objective*.
- **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - how the content relates to your instructional *objective(s)*,
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during *and* following the activity (i.e., formative assessment).
- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

## SHSU-Instructional Decision-Making

### Prompt

- Think of a time during your unit when a student’s learning or response cause you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning *objective*.
- Now, think of one more time during your unit when another student’s learning or response cause you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning *objective*.

## SHSU-Analysis of Student Learning

### Prompt

In this section, you will analyze data to explain progress and achievement toward learning *objectives* demonstrated by your whole class, subgroup of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre-and post-assessment data on every student on every learning *objective*. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning *objective* (identified in your Assessment Plan section). Summarize what the graph tells you about your students’ learning in this unit (i.e., the number of students met the criterion).
- **Subgroups.** Select a group characteristic (e.g., performance level, socio-economic status, language proficiency) to analyze in terms of **one learning objective**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., *high- vs. low-performers*). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning *objective*. Summarize what these data show about student learning.
- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning *objectives*. Graphic representations are not necessary for this subsection.

Note: *You will provide possible reasons for why your students learned (or did not learn) in the next section, “Reflection and Self-Evaluation.”*

## SHSU-Reflection and Self-Evaluation

### Prompt

Use evidence from conclusions you have made in your *Analysis of Student Learning* section. To do so:

1. Select the learning *objective* where your students were most successful.
  - a. First, explain why they were successful in terms of the objective itself, instructional strategies you used, and assessment(s) you used.
  - b. Next, explain why they were successful in terms of student characteristics and other contextual factors under your control.
  - c. Third, use theory and/or research to explain this success.
  - d. Finally, discuss the degree to which this objective, your instruction and the assessment(s) you used **align together** AND what effect this had on student learning.
  
2. Select the learning *objective* where your students were least successful.
  - a. Provide several hypotheses why some students did not meet this objective and discuss these hypotheses in terms of your instruction, the activities you used, and the assessment(s) you used.
  - b. Next, explain why they were NOT successful in terms of student characteristics and other contextual factors NOT under your control.
  - c. Finally, discuss the degree to which this objective, your instruction and the assessment(s) you used **align together** AND what effect this had on student learning.
  
3. Explain how you would improve student learning by making modifications for future teaching experiences. To do so:
  - a. Explain how you would redesign objectives, instruction and the assessments you used.
  - b. Explain why these would improve student learning.
  
4. Based on all you have just written, explain what professional development you might seek to improve. To do so:
  - a. Discuss at least two professional learning objectives you will set for yourself as a result of this section.
  - b. Describe specific steps you will take to reach each of these objectives