MALONE TEACHER WORK SAMPLE RUBRIC

Performance Task Indicators	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
1. Contextual Factors				
Knowledge of Student Characteristics	Displays minimal, stereotypical, or irrelevant knowledge of student differences, skills and prior learning.	Displays general knowledge of student differences, skills and prior learning.	Displays general and specific understanding of student differences, skills and prior learning.	
Knowledge of Community and Classroom Characteristics	Displays minimal, irrelevant, or biased knowledge of the characteristics of the community and classroom.	Displays some knowledge of the characteristics of the community and classroom that may affect learning.	Displays a comprehensive understanding of the characteristics of the community and the classroom that may affect learning.	
Implications for Instructional Planning and Assessment	Does not provide implications for instruction and assessment based on student, community, and classroom characteristics OR provides inappropriate implications.	Provides general implications for instruction and assessment based on student, community and classroom characteristics.	Provides specific implications for instruction and assessment based on student, community and classroom characteristics.	
2. Learning Goals				
Goal Clarity	Not clearly stated and are activities.	Some clearly stated as learning outcomes.	Most are clearly stated as learning outcomes.	
Alignment with Standards	Not aligned with state or national standards.	Some are aligned with state or national standards.	Most are explicitly aligned with state or national standards.	
Significance, Challenge and	Reflect only one type or level of learning or not	Reflect several types or levels of learning	Reflect several types or levels of	

Variety	explained.	but lack significance or challenge.	learning and are significant and challenging.	
Appropriateness for Students	Not appropriate for needs and prior learning of students or not explained.	Some are appropriate for needs and prior learning of students.	Most are appropriate for needs and prior learning of students.	
3. Assessment Plan				
Alignment With Learning Goals	Assessments lack congruence with learning goals or lack cognitive complexity.	Some learning goals are assessed but many assessments are not congruent with goals in content and cognitive complexity.	Each learning goal is assessed with pre, formative, and post assessments. They are congruent with goals in content and cognitive complexity. Table/Chart	
Clarity of Criteria	Assessments contain no clear criteria for measuring student performance relative to learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	Plan includes only one assessment mode and does not assess students before, during, and after instruction.	Plan includes multiple modes but all are either paper/pencil based or do not require the integration of knowledge, skills and reasoning ability.	Plan includes multiple modes, and assesses student performance before, during, and after instruction.	
Technical Soundness	Assessments are not valid or not present; scoring procedures are absent or inaccurate; items, prompts or directions are poorly	Assessments have some validity; some scoring procedures are explained; some items, prompts or directions are clearly	Assessments appear valid; scoring procedures are explained; most items, prompts or directions are clearly	

	written or confusing.	written.	written.	
4. Unit Overview				
Use of Pre-assessment Data	Instruction has not been designed with reference to pre-assessment data or no pre-assessment data presented.	Some instruction has been designed with reference to pre-assessment data.	Most instruction has been designed with reference to pre-assessment data. Table/Chart	
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Not all learning goals are covered.	Most lessons are explicitly linked to learning goals. Most learning goals are covered.	All lessons are explicitly linked to learning goals. All learning goals are covered.	
Use of Varied Instruction	Little variety of instructional activities and strategies.	Some variety of instructional activities and strategies but with limited contribution to learning.	Significant variety of instructional activities and strategies that make a clear contribution to learning.	
5. Modifications				
Modifications Based on Student Learning	No modifications or class treated as "one plan fits all."	Some modifications of instruction are made, but are not based on analysis of student learning, best practice, or contextual factors.	Appropriate modifications of instruction are made that are based on analysis of student learning, best practice, or contextual factors. Includes explanation of why modifications would improve student learning.	
Congruence with Learning Goals	Modifications lack congruence with learning goals.	Modifications are somewhat congruent with learning goals.	Modifications are congruent with learning goals.	
6. Analysis of Student Learning				

Clarity and Accuracy of Data Presentation	Data presentation is not clear and accurate.	Data presentation is understandable and contains few errors.	Data presentation is easy to understand and contains no errors of representation.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of number of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of number of students who achieved and made progress toward learning goals .	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	
Interpretations of Two Students' Data	Interpretation is inaccurate, and conclusions or student work examples 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 from the data.	
7. Reflection				
Insights on Effective Instruction and Assessment	Provides no rationales for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful assessments and superficially explores reasons for their success or lack thereof.	Identifies successful and unsuccessful activities and assessments and provides plausible reasons for their success or lack thereof.	
Alignment of Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion and/or the connections are	Connects learning goals, instruction, and assessment results in the discussion, but misunderstandings or conceptual gaps are	Logically connects learning goals, instruction, and assessment results in the discussion.	

	irrelevant or inaccurate.	present.		
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these changes would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described.	Presents professional learning goals that are not strongly related to the insights and experiences described and/or provides a vague plan for meeting the goals.	Presents professional learning goals that clearly emerge from the insights and experiences described and provides specific steps to meet these goals.	
SUB TOTAL				**/69**

Writing Mechanics

Organization, Form, and Style Elements The Paper conforms to all requirements related to form and style. Proper headings have been used and the Paper is organized according to the assignment instructions.	Yes No If "No," minus 5 Points	
The Paper is free of writing errors including those related to spelling, word usage, and sentence structure. The quality of writing is commensurate to that of a college graduate.	1-3 errors, minus 5 Points 4-6 errors, minus 10 Points 7+ errors, minus 15 Points	

Total Score for the Assignment :   51-69 _____ (credit)   50 and below _____ (non-credit)