

Teacher Work Sample Rubric

D1 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimensions	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
<p>1. Contextual Factors</p> <p>Grades are calculated using the following point scale:</p> <p>E=14-12pts A= 11-7pts U=6-0pts</p> <p><i>Aligned with:</i> SC ADEPT APS 1.A, APS 2.A, APS 10.C; NAEYC 1 a-c; 2a; 4c; NCTE 2.1, 3.71; USCB CF N-3, R-4, F/I-13, C-4</p>	Comprehensive description of the relevant and current characteristics of the school (NAEYC 1b).	General comprehensive description of the relevant and current characteristics of the school (NAEYC 1b).	Minimal description of the relevant and current characteristics of the school (NAEYC 1b).
	Comprehensive description of resources available in the school and community relevant to students in instruction (NAEYC 2a).	General comprehensive description of resources available in the school and community relevant to students in instruction (NAEYC 2a).	Minimal or no description of resources available in the school and community relevant to students in instruction (NAEYC 2a).
	Contextual Factors Table with all required elements (NAEYC 1a).	Contextual Factors Table with most required elements (NAEYC 1a).	Incomplete or no Contextual Factors Table (NAEYC 1a).
	Comprehensive description of environmental and physical demands of the classroom that may affect learning (NAEYC 1c).	General description of environmental and physical demands of the classroom that may affect learning (NAEYC 1c).	Minimal description of environmental and/or physical demands of the classroom that may affect learning (NAEYC 1c).
	Comprehensive description of specific relevant student characteristics based on contextual factors' data (NAEYC 1a).	General description of specific relevant student characteristics based on contextual factors' data (NAEYC 1a).	Minimal or no description of specific and relevant student characteristics is provided (NAEYC 1a).
	Comprehensive description of general strategies for unit instruction and assessment based on contextual factors (NAEYC 4c).	General description of general strategies for unit instruction and assessment based on contextual factors (NAEYC 4c).	Minimal description of general and strategies for instruction and assessment based on contextual factors (NAEYC 4c).
	Demonstrates mastery of English language usage and writing skills with no mechanical errors. All sources cited in the narrative are referenced. References are correctly cited using APA.	Demonstrates mastery of English language usage and writing skills with few mechanical errors. Most sources cited in the narrative are referenced. References are correctly cited using APA.	Errors in English language usage and writing skills interfere with readability. Few or no sources cited in the narrative are referenced. References are not cited using APA.

D2 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
<p>2. Unit goals</p> <p>Grades are figured using the following point scale:</p> <p>E= 8-7pts A= 6-4pts U= 3-0pts</p> <p><i>Aligned with:</i> SC ADEPT APS 2.A, APS 10.C; NAEYC 5c; 6c; USCB CF N-3, C-4, F/I-10, F/I-11</p>	Unit goal(s) is/are aligned with state and/or national standards and reflect all of the big ideas of the unit (NAEYC 5c).	Unit goal(s) is/are aligned with state and/or national standards and reflects some of the big ideas of the unit (NAEYC 5c).	Unit goal(s) is/are unclear and is/are not properly aligned with appropriate state and/or national standards (NAEYC 5c).
	Unit goal(s) is/are measurable, challenging, and appropriate (NAEYC 5c).	Unit goal(s) is/are measurable. Unit goal(s) is/are somewhat challenging and appropriate (NAEYC 5c).	Unit goal(s) is/are not measurable, challenging and/or appropriate (NAEYC 5c).
	Compelling rationale for unit content beyond inclusion in standards (NAEYC 5c).	Adequate rationale for unit content beyond inclusion in standards (NAEYC 5c).	Vague rationale for unit content (NAEYC 5c).
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
3. Assessment plan and results	Content of pre-assessment targets highest priority elements of the unit goal(s). If appropriate, alternative pre-assessment and/or administration is addressed. Each item/element is labeled by unit goal and point value (NAEYC 3d).	Minor changes to the pre-assessment needed to address high priority content. If appropriate, alternative pre-assessment and/or administration is addressed. Most items/elements are labeled by unit goal and point value (NAEYC 3d).	Significant changes to the pre-assessment needed to address content. If appropriate, alternative pre-assessment and/or administration is needed, but not addressed. Items/elements are not labeled by unit goal and/or point value (NAEYC 3d).
Grades are figured using the following point scale:	Items (or elements) for unit goal(s) in pre-assessment are brief; they address excellent range of knowledge and skills from basic to challenging (NAEYC 3d).	Items (or elements) for unit goal(s) in pre-assessment need minor modifications; or range of knowledge and skills needs expanding (NAEYC 3d).	Items (or elements) for unit goal(s) in pre-assessment need significant modifications and range of knowledge and skills need significant expansion (NAEYC 3d).
E=16-13 pts A= 12-8pts U= 7-0pts	Scoring method for pre-assessment is quick, easy, and yields organized, meaningful information. Mastery level specified. Directions included. Scoring instrument(s) is/are included (NAEYC 3d).	Scoring method for pre-assessment is too time-consuming or yields confusing information. Mastery level vague. Directions included. Scoring instrument(s) is/are included (NAEYC 3d).	Scoring method for pre-assessment is too time-consuming and yields confusing information. No mastery level included. No directions included. Scoring instrument(s) is/are not included (NAEYC 3d).
<i>Aligned with:</i> SC ADEPT APS 2.C, APS 3.A, APS 3.B, APS 10.C, NAEYC 3 b-d; USCB CF C-4, R-5, F/I-13	Appropriately labeled table includes all required elements for this dimension. Correct computation of averages (NAEYC 3c).	Appropriately labeled table includes all required elements for this dimension. Minor problems with computation of averages (NAEYC 3c).	Inappropriately labeled table with some required elements missing. Incorrect computation of averages (NAEYC 3c).
	Significant patterns accurately analyzed and described based upon both pre-assessment data and contextual factors (NAEYC 3b).	Patterns generally analyzed and described based upon pre-assessment data or contextual factors (NAEYC 3b).	Patterns vaguely described but are not based upon pre-assessment data or contextual factors (NAEYC 3b).
	Specific instructional decisions linked to analysis (NAEYC 3b).	Instructional decisions linked to analysis, but lack specificity (NAEYC 3b).	Instructional decisions are generic (NAEYC 3b).
	Overview of assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction with multiple types of assessment (NAEYC 3c).	Overview of assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction (NAEYC 3c).	Overview of assessment plan does not assess unit goal(s) before, during, and after instruction (NAEYC 3c).
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

D4 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimensions	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
4. Detailed lesson plans and reflections	Well developed table of lessons, with all components, and compelling rationale for selecting the lessons (if applicable) (NAEYC 4d).	Table of lessons, with all components, and rationale for selecting the lessons (if applicable) (NAEYC 4d).	Missing components in the table of lessons and/or missing rationale for selecting the lessons (if applicable) (NAEYC 4d).
Grades are figured using the following point scale:	All state standards and/or specific learning objectives aligned with assessments. All assessments listed and attached (NAEYC 3c).	State standards and/or specific learning objectives generally aligned with assessments. All assessments listed and are attached (NAEYC 3c).	State standards and/or specific learning objectives are not aligned with assessments. Assessments not listed and/or not attached (NAEYC 3c).
E=18-15 pts	Lessons show excellent rationale/relevance to the unit goal(s) (NAEYC 4d).	Lessons show general rationale/relevance to the unit goal(s) (NAEYC 4d).	Lessons show little or no rationale/relevance to the unit goal(s) (NAEYC 4d).
A= 14-9pts	All needed materials listed. Procedures logical, in detail, and clearly written (NAEYC 5c).	Most needed materials are listed. Most procedures logical, in some detail, and adequately written (NAEYC 5c).	Few or no needed materials are listed. Procedures are illogical, lack detail, and/or vaguely written (NAEYC 5c).
U=8-0pts	Interventions related closely to individual student needs as outlined in Contextual Factors and specific to the individual lesson plans (NAEYC 3d).	Most interventions related to individual student needs as outlined in Contextual Factors and most are specific to the individual lesson plans (NAEYC 3d).	Little or no interventions related to individual student needs as outlined in Contextual Factors and few or none are specific to the individual lesson plans (NAEYC 3d).
<i>Aligned with:</i> SC ADEPT APS 2.B, APS 5.A, APS 5.B, APS 7.A, APS 7.B, APS 10.C; NAEYC 3c,d; 4b,d; 5c, 6c; NCTE 2.1, 2.3, 3.1.1, 4.1, 4.10; USCB CF N-3, C-4, R-5, F/I-11, F/I-13	Complete description of the use of technology in at least one lesson (NAEYC 4b).	General description of the use of technology in at least one lesson (NAEYC 4b).	Vague or missing description of the use of technology in at least one lesson (NAEYC 4b).
	Reflections accurately use student assessment data to summarize and analyze student performance (NAEYC 4d).	Most reflections accurately use student data to summarize and analyze student performance (NAEYC 4d).	Reflections vaguely and/or inaccurately and/or do not use student data to summarize and analyze student performance (NAEYC 4d).
	Reflections suggest specific changes to increase student learning through accommodations/modifications/ extensions (NAEYC 4d).	Reflections suggest general changes to increase student learning through accommodations/modifications/extensions (NAEYC 4d).	Reflections vaguely suggest or do not address changes to increase learning through accommodations/modifications /extensions (NAEYC 4d).
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

D5 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
<p>5. Post-assessment plans and results</p> <p>Grades are figured using the following point scale:</p> <p>E=24-19 pts A=18-12 pts U=11-0pts</p> <p><i>Aligned with:</i> SC ADEPT APS 3.C, APS 10.C; NAEYC 3d; 4b,d; 5c, 6c; NCTE 2.1, 2.3, 3.6.3, 4.10; USCB CF C-4, R-4, R-5, F/I-10, F/I-11, F/I-13</p>	Post- assessment is attached and all items aligned with unit goal (s) (NAEYC 3d).	Post-assessment is attached and most items aligned with unit goal(s) (NAEYC 3d).	Post-assessment not attached or some post-assessment items lack alignment (NAEYC 3d).
	Scoring and criteria for mastery clearly explained. All scoring instruments included (NAEYC 3d).	Scoring and criteria for mastery lack specificity. All scoring instruments included (NAEYC 3d).	Scoring and explanation of criteria for mastery are not identified or are inappropriate. Some scoring instruments included (NAEYC 3d).
	Logical and complete rationale for relationship to pre-assessment (NAEYC 4d).	Vague but plausible rationale for relationship to pre-assessment (NAEYC 4d).	Rationale for relationship to pre-assessment is missing (NAEYC 4d).
	Appropriately labeled table includes all required elements for this dimension. Correct computation of data.	Table includes most required elements for this dimension. Computation of data with minor errors.	Inappropriately labeled tables with some required elements missing. Incorrect computation of data.
	Prompt 1: Specific analysis of overall student learning of the entire unit which thoroughly references data to support conclusions (NAEYC 3d).	Prompt 1: General analysis of student learning of the entire unit which references some data to support conclusions (NAEYC 3d).	Prompt 1: Superficial analysis of overall student learning of the entire unit which thoroughly references data to support conclusions (NAEYC 3d).
	Prompt 2: Detailed description of unit goal/ lesson objective on which students did well. Thoughtful analysis of why these results occurred (NAEYC 3d).	Prompt 2: General description of unit goal/lesson objective on which students did well. Some analysis of why these results occurred (NAEYC 3d).	Prompt 2: Superficial description of unit goal/lesson objective on which students did well. Little or no analysis of why these results occurred (NAEYC 3d).
	Prompt 3: Detailed description of unit goal/lesson objective on which students did poorly. Thoughtful analysis of why these results occurred (NAEYC 3d).	Prompt 3: General description of unit goal/lesson objective on which students did poorly. Some analysis of why these results occurred (NAEYC 3d).	Prompt 3: Superficial description of unit goal/lesson objective on which students did poorly. Little or no analysis of why these results occurred (NAEYC 3d).
	Prompt 4: Detailed description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective (NAEYC 5c).	Prompt 4: General description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective (NAEYC 5c).	Prompt 4: Superficial description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective (NAEYC 5c).
Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly.	Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly.	Prompt 5: Excel data table not sorted by either mastery and/or gains or displayed incorrectly. Little or no	

	Detailed discussion of individual students who did not meet mastery or who made significant or minimal gains (NAEYC 3d).	Some discussion of individual students who did not meet mastery or who made significant or minimal gains (NAEYC 3d).	discussion of individual students who did not meet mastery or who made significant or minimal gains (NAEYC 3d).
	Prompt 6: Detailed description of interventions (accommodations /modifications/extensions) including those described in D.1. Specific explanations of which were most effective and least effective on individual student learning (NAEYC 3d).	Prompt 6: General description of interventions (accommodations/ modifications/extensions) including those described in D.1. Some explanation of which were most effective and least effective on individual student learning (NAEYC 3d).	Prompt 6: Superficial description of interventions (accommodations/ modifications/extensions) including those described in D.1. Little or no explanation of which were most effective and least effective on individual student learning (NAEYC 3d).
	Prompt 7 Complete lists of use of multiple types of instructional technology by both teacher and students. Thoughtful reflection on benefits and/or drawbacks of technology chosen (NAEYC 4b).	Prompt 7: General lists of use of instructional technology by teacher and/or students. Some reflection on benefits and/or drawbacks of technology chosen (NAEYC 4b).	Prompt 7: Incomplete lists or limited use of instructional technology by teacher and/or students. Little or no reflection noted on benefits and/or drawbacks of technology chosen (NAEYC 4b).
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

Adapted from Winthrop University's Internship Work Sample Rubric (2011).