

**Note to Evaluators:**

Rate each of the work sample criterion based on the scale 0 – 4 using the scale descriptions below. The scale descriptions should be applied when scoring every item on the work sample form. Partial scores (e.g. 2.5) are not acceptable. A score of 0 or “No evidence” should be used when the criterion is missing from the work sample.

Record the total score for each section. Student teachers must average a score of 3 or better in each section to pass the work sample.

The same criteria will be scored on both Work Samples unless using Basic (1) and Integrated Work (2) Samples.

**Work Sample Scale:**

- 4 = Exceeds Standard
- 3 = Meets Standard
- 2 = Progressing Toward Standard
- 1 = Significantly Below Standard
- 0 = No Evidence

Score	Scale Description
4 Exceeds Standard	<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding and thorough application of the criterion.</li><li>• Fully articulates all required components with concise, detailed accounts.</li><li>• Excels beyond the minimum requirement in an innovative and creative manner.</li></ul>
3 Meets Standard	<ul style="list-style-type: none"><li>• Demonstrates a satisfactory understanding and sufficient application of the criterion.</li><li>• Acceptable articulation of all of the required components.</li><li>• Achieves the minimum requirement in a distinctive manner.</li></ul>
2 Progressing Toward Standard	<ul style="list-style-type: none"><li>• Demonstrates an insufficient understanding and substandard application of the criterion.</li><li>• Insufficient articulation of the required components or lacking required information/evidence.</li><li>• Needs slight improvement to meet minimum requirement.</li></ul>
1 Significantly Below Standard	<ul style="list-style-type: none"><li>• Demonstrates a minimal understanding and application of the criterion.</li><li>• Inadequate articulation of required components or lacking required information/evidence.</li><li>• Needs major improvements to meet minimum requirement.</li></ul>
0 No Evidence	<ul style="list-style-type: none"><li>• There is no evidence of understanding or application because component is missing from work sample.</li></ul>

PLEASE PRINT

Student Teacher \_\_\_\_\_ Work Sample Title \_\_\_\_\_

Date Taught (term/year) \_\_\_\_\_ Date Submitted to Work Sample Evaluator \_\_\_\_\_

Grade Level(s) \_\_\_\_\_

Authorization Level (select one):

☐ Early Childhood ☐ Elementary ☐

Middle Level ☐ High School

Endorsement/Content \_\_\_\_\_

**I. Front Cover** (name, title of work sample, endorsement, authorization level, grade level, Work Sample advisor , term/year, university)

## II. Table of Contents

### III. Contextual Aspects of Work Sample

#### Comments

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Describes classroom, school context, and community<br>4 _____  | 0 | 1 | 2 | 3 |
| b. Describes all learners (i.e., special needs, TAG, ESOL,<br>diverse cultural and social backgrounds, etc.)<br>4 _____ | 0 | 1 | 2 | 3 |
| c. Discusses adaptations for learners described in (b) above<br>4 _____   | 0 | 1 | 2 | 3 |
| d. Identifies prerequisite skills of learners for the unit<br>4 _____   | 0 | 1 | 2 | 3 |

### IV. Conceptual Framework: Rationale/Unit Goals/Standards

#### Comments

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Explains unit rationale based on research and in context<br>of curriculum and needs of students<br>4 _____                             | 0 | 1 | 2 | 3 |
| b. Summarizes learning objectives and goals that align with<br>national, state (Oregon CCGs/Benchmarks), and local standards<br>3 4 _____ | 0 | 1 | 2 |   |
| c. Defines overarching strategy for literacy instruction<br>4 _____   | 0 | 1 | 2 | 3 |
| d. Discusses integration of technology for student learning<br>3 4 _____  | 0 | 1 | 2 |   |

### V. Instructional Plans

#### Comments

- |  |   |   |   |   |
|--|---|---|---|---|
| a. Writes assessable lesson objectives<br>4 _____                        | 0 | 1 | 2 | 3 |
| b. Aligns lessons with unit goals and standards<br>4 _____               | 0 | 1 | 2 | 3 |
| c. Differentiates instruction with varied teaching strategies<br>4 _____ | 0 | 1 | 2 | 3 |

d. Assesses learning in the context of teaching	0	1	2	3	
4 _____					
e. Addresses purposeful attention to literacy instruction appropriate to content	0	1	2	3	
4 _____					
f. Integrates and uses available technology	0	1	2	3	
4 _____					
g. Includes lesson reflections	0	1	2	3	4
_____					

## VI. Assessment Strategies & Analysis of Learning

### Comments

- |   |   |   |   |
|---|---|---|---|
| a. Develops an assessment plan that includes varied and valid assessment strategies and aligns with unit goals and standards<br>3 4 _____ | 0 | 1 | 2 |
| b. Develops a pre/post assessment instrument for entire class<br>4 _____  | 0 | 1 | 2 |
| c. Includes pre/post class data analyzed for each student<br>3 4 _____  | 0 | 1 | 2 |
| d. Interprets and explains student learning gains or lack thereof<br>3 4 _____  | 0 | 1 | 2 |
| e. Describes how assessment indicates progress towards unit standards and benchmarks<br>4 _____   | 0 | 1 | 2 |
| f. Describes use of data in planning further instruction<br>4 _____   | 0 | 1 | 2 |
| g. Describes uses of data on learning gains in reporting student progress to students and parents<br>4 _____                              | 0 | 1 | 2 |
|   | 3 |   |   |

## VII. Final Unit Reflections

### Comments

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Describes strengths and weaknesses of unit<br>4 _____  | 0 | 1 | 2 | 3 |
| b. Conveys impact on future teaching<br>4 _____           | 0 | 1 | 2 | 3 |
| c. Discusses improvements for student learning<br>4 _____ | 0 | 1 | 2 | 3 |
| d. Summarizes changes if taught again<br>4 _____          | 0 | 1 | 2 | 3 |

## Work Sample Format (one score for a-d)

### Comments

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Includes cover page & table of contents requisites<br>_____                                  |   |   |   |   |   |
| b. Lists unit references/resource of materials<br>_____   |   |   |   |   |   |
| c. Clear and logical organization<br>_____  |   |   |   |   |   |
| d. Appropriate use of language conventions (spelling,<br>_____ grammar, structure, punctuation) | 0 | 1 | 2 | 3 | 4 |

☐ "Work Sample Documentation Sheet" turned in with all signatures

General Comments