

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—ANALYTIC

TERM: _____

Candidate _____ **Major** _____

School: _____ **District:** _____

Rating Categories: *0 = missing* *1 = needs improvement* *2 = good* *3 = excellent*

<i>Criteria</i>	<i>rating</i>			
Professionalism				
1. The candidate’s mission statement reflects a professional commitment to teaching and learning in the public school context.	0	1	2	3
2. The candidate’s conceptual framework is informed by various professional knowledge bases and clearly articulated.	0	1	2	3
3. The candidate’s professional profile or resume is professional in both content and presentation.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 3)			

<i>Criteria</i>	<i>rating</i>			
Context:				
4. The candidate knows the socio-cultural context in which the school is situated and understands how the context influences learners and learning environments.	0	1	2	3
5. The candidate knows the classroom learning environment—rules, procedures, and other relevant factors influencing teaching and learning.	0	1	2	3
6. The candidate knows the learners as diverse individuals with unique needs and can use this knowledge to predict the need for individual accommodations.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 3)			

Purpose of the Unit:				
7. The candidate has a conceptually sound, clearly articulated sense of purpose to guide the development, implementation, and evaluation of the unit.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 1)			

Rationale:				
8. The candidate knows why the unit is important to learner growth and development in the subject matter area.	0	1	2	3
9. The candidate knows how the unit of study relates to the SCOS.	0	1	2	3
10. The candidate knows how the unit relates to learner needs, interests, and abilities.	0	1	2	3
11. The candidate conceptually understands the central concepts of the content addressed in the unit (as evidenced in the graphic organizer).	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 4)			

Goals of the Unit:				
12. The candidate is able to transform content concepts into discrete, realistic goals for diverse learners.	0	1	2	3
13. The candidate can align the goals with the SCOS.	0	1	2	3
14. The candidate can align the goals with the unit rationale.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 3)			

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—Analytic
(continued)

Candidate _____

School _____

Unit Objectives/Outcomes:				
15. The candidate translates goals into specific knowledge, skills, and dispositions for diverse learners.	0	1	2	3
16. The candidate can predetermine the desired level of proficiency for each objective/outcome and modify as needed for individual learners.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 2)			

Unit Overview:				
17. The candidate can sequence learning logically and defensibly over a sustained period of time.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 1)			

Assessment:				
18. The candidate pre-assesses student knowledge, skills, and dispositions and uses that information to plan effective instruction for diverse learners.	0	1	2	3
19. The candidate uses various authentic formative assessment strategies to monitor student learning on a daily basis.	0	1	2	3
20. The candidate uses various authentic summative assessment strategies to determine learning gains.	0	1	2	3
21. The candidate uses assessment data to make instructional decisions.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 4)			

Lesson Plans:				
22. The candidate designs meaningful learning experiences for diverse learners.	0	1	2	3
23. The candidate modifies instruction to meet the needs of individuals and groups of students.	0	1	2	3
24. The candidate articulates plans clearly and fluently, using technical (professional) language to explain ideas and procedures.	0	1	2	3
25. The candidate organizes students for learning in various ways for various instructional purposes.	0	1	2	3
26. The candidate uses a variety of instructional strategies appropriate for the learning task and specific learners.	0	1	2	3
27. The candidate uses technology to promote learning.	0	1	2	3
28. The candidate plans ways to monitor student learning.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 7)			

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(continued)

Candidate _____ School _____

Data Analysis:				
29. The candidate summarizes assessment data in a graphic display.	0	1	2	3
30. The candidate analyzes and interprets data for individual students and groups of students (e.g. disaggregated by ethnicity, gender, special needs, free/reduced lunch)	0	1	2	3
31. The candidate can calculate learning gains for individuals and groups of students.	0	1	2	3
32. The candidate uses assessment results to plan remediation for individual students.	0	1	2	3
33. The candidate has a positive impact on all learners.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 5)			

Critical Reflection:				
34. The candidate identifies discrepancies between what was intended and what occurred.	0	1	2	3
35. The candidate acknowledges what worked and what didn't.	0	1	2	3
36. The candidate learns from experience.	0	1	2	3
37. The candidate sees how to apply what was learned to future teaching experiences.	0	1	2	3
38. The candidate identifies knowledge, skills, or dispositions for focus of future professional development.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 5)			

SCORE SUMMARY

Section	1-3	4-6	7	8-11	12-14	15-16	17	18-21	22-28	29-33	34-38
<i>means</i>											
<i>overall mean</i>											_____

Evaluated by: _____ Date: _____

Evaluated by: _____ Date: _____

Date Returned to student for revision: _____

Date Resubmitted to Program Coordinator: _____

Re-evaluated by: _____ Date: _____

Re-evaluated by: _____ Date: _____