REVISED FORMATIVE WORK SAMPLE – SCORING RUBRIC

Candidate_____ Evaluator_____ EMPLID_____

Date of Initial Assessment_____ Revision Date _____

Communication and Expression	EXEMPLARY 4	ACCEPTABLE 3	DEVELOPING 2	UNACCEPTABLE 1
• Integration and organization of knowledge	The candidate consistently presents clear, organized and comprehensive knowledge, thoughts and ideas relevant to the field.	The candidate presents appropriate knowledge, thoughts and ideas relevant to the field.	The candidate's presentation of knowledge, thoughts and ideas is disorganized or incomplete.	The candidate consistently presents unclear, faulty or incomplete knowledge, thoughts and ideas relevant to the field.
• Effective oral communication to range of individuals in given field	The candidate's oral communication is consistently articulate and effective in conveying relevant information to intended audience(s).	The candidate's oral communication is effective in conveying relevant information to intended audience(s).	The candidate's oral communication skills are ineffective in presenting relevant information to intended audience(s).	The candidate's oral communication skills are inarticulate and ineffective in conveying information to the intended audience(s).
• Effective written communication to intended audience	The candidate's written communication skills are consistently free of errors of language, focused and effective in conveying information to intended audience(s).	The candidate's written communication skills displays minor errors of language, but are able to effectively convey information to intended audience(s).	The candidate's written communication shows errors of language that detract from comprehension of the information or the candidate's written communication does not effectively convey information to intended audience(s).	The candidate's written communication skills show significant errors of language, lack of focus and are ineffective in conveying information to intended audience(s).

Total score:

 4 = Lowest score is 4

3 = Lowest score is 3

2 = Lowest score is 2

1 = Lowest score is 1

TOTAL SCORE =

Reflective Problem-Solving	EXEMPLARY 4	ACCEPTABLE 3	DEVELOPING 2	UNACCEPTABLE 1
• Effective problem-solving	The candidate identifies the problem in an accurate and comprehensive way, clearly defines course of action and presents a detailed and useful plan to evaluate efficacy of results.	The candidate accurately identifies problem, defines a course of action and outlines a plan to evaluate efficacy of results	The candidate identifies part of the problem, defines a limited course of action and demonstrates preliminary knowledge of need to evaluate efficacy of results	The candidate identifies problem inaccurately, defines an inadequate course of action with no viable plan to evaluate efficacy of results.
• Reflection of outcomes	The candidate critically reflects on problem-solving techniques, strategies, and results. Offers clear insights regarding self-knowledge.	The candidate identifies problem solving techniques that are most helpful. Offers initial insights regarding self-knowledge.	The candidate summarizes process with no or little critical reflection. Offers limited awareness about own learning.	The candidate does not show evidence of an attempt to reflect on problem-solving or own learning.

Total score:
 4 = Lowest score is 4

3 = Lowest score is 3

2 = Lowest score is 2

1 = Lowest score is 1

   TOTAL SCORE =

Professional Practice	EXEMPLARY 4	ACCEPTABLE 3	DEVELOPING 2	UNACCEPTABLE 1
• Critical consumer of research • Evidence-based practice advances well-being of children, families, or community	Performance demonstrates: Thorough and theoretically coherent application of significant research in specified, practice-related settings; Use of multiple and varied data to plan and/or implement practices that advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities	Performance demonstrates: Theoretically coherent application of significant research in specified, practice related settings; Beginning use of multiple and varied data based sources to plan and/or implement practices that advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities	Performance demonstrates: Application of research that reflects limited understanding of theoretical connections to practice Limited use of data to plan and/or implement practices that advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities	Performance demonstrates: Little evidence that practice is theoretically driven or relevant to specified settings; Little evidence of data based planning or practice; and/or planning, practice does not advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities

Total score:

4 = Lowest score is 4

3 = Lowest score is 3

2 = Lowest score is 2

1 = Lowest score is 1

TOTAL SCORE =

Technology Use	EXEMPLARY 4	ACCEPTABLE 3	DEVELOPING 2	UNACCEPTABLE 1
• Evidence of information technology use to develop new knowledge applications, to transfer existing knowledge, or to create new knowledge **TOTAL SCORE =**	Performance demonstrates strong and widespread application of technology to effectively develop, transfer, or expand knowledge	Performance demonstrates technology application to develop, transfer, or expand knowledge in a focused area of learning	Performance demonstrates an emerging application of technology to support learning.	Performance demonstrates limited or no application of technology.

TOTAL SCORE: _____/16