

Feinstein School of Education and Human Development

Teacher Candidate Work Sample

Rubric Scores

Candidate

EMPID

0354119

Program:

English Education

College Supervisor:

J. Cook

Date

Total of Rubric Scores for Tasks:

I. Contextual Factors						Total	41/42
II. Learning Goals and Unit Objectives						Total	42/42
III. Assessment Plan						Total	43/50
IV. Design for Instruction						Total	40/42
V. Instructional Decision-Making						Total	42/42
VI. Analysis of Student Learning						Total	40/42
VII. Candidate Reflection on Student Teaching Experience					Total	30/30	

Total 278/296

94%

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Knowledge of District, Community, School and Classroom Factors (RIBTS 1)	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, school, and classroom that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, school, and classroom that may affect learning.	6
<i>Classroom</i>				6
Knowledge of Characteristics of Class Members (RIBTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	6
Knowledge of Students' Skills And Prior Learning (RIBTS 3)	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	6
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIBTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/modalities) for the individual student.	6
Implications for Instructional Planning and Assessment (RIBTS 4)	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	5


Organization, readability, spelling, and grammar (RIBTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6
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TOTAL _____/36

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Learning Goals (RIBTS 2)	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate.	6
Part II				
Alignment with National, State or Local Standards (RIBTS 2)	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	6
Classification of Unit Objectives (RIBTS 5)	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied.	6
Clarity (RIBTS 8)	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes.	6
Appropriateness For Students (RIBTS 3)	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Some</i> unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Most</i> unit objectives will move students towards meeting learning goals.	6
Part III				
Rationale / Purpose (RIBTS 4)	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	6

Organization, readability, spelling, and grammar (RIBTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	
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TOTAL _____/42

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Visual Organizer Format (RIBTS 9)	The organizer does not clearly present: <ul style="list-style-type: none"> • how the objectives are aligned with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments. 	The organizer clearly presents: <ul style="list-style-type: none"> • how <i>some</i> of the objectives are aligned with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate. 	The organizer clearly presents: <ul style="list-style-type: none"> • how <i>all</i> the objectives are aligned with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students 	6
Multiple Forms of Assessment (RIBTS 9)	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	6
Alignment of Unit Objectives and Assessments. (RIBTS 9)	<i>None</i> of the objectives: are aligned with the overall assessment plan; <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>Some</i> of the objectives: are aligned with the overall assessment plan; <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>All</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.	6
Justification for Assessment Methods (RIBTS 9)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, “Why did the candidate assess the unit objective that way?”; or, there is no evidence that unit	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	6

Adaptations Based on the Individual Needs of Students (RIBTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	4
Part II:				
Rationale (RIBTS 9)	Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.	5
Scoring Procedures (RIBTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>All</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	4
Organization, readability, spelling, and grammar (RIBTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL 43 /54

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIBTS 8)	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	6
Unit Visual Organizer (RIBTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	6
Lesson Plans (RIBTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of</p>	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	Heavy reliance on textbook or single resource (e.g., work sheets).	of resources.	resources makes a clear contribution to learning.	
Alignment with Learning Goals and Unit Objectives (RIBTS 2)	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	6
Classroom Climate (RIBTS 6)	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	6
Use of Technology (RIBTS 2)	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.	4
Organization, readability, spelling, and grammar (RIBTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIBTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	6
Revisions for a Group of Students Based on Analysis of Student Learning (RIBTS 4)	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to students' responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	6
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIBTS 4)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	6
Part II				
Rethinking Your Plans for an Individual Student (RIBTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	6
Revisions for an Individual Student Based on Analysis of Student Learning (RIBTS 4)	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to this student's responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student's needs; based on the analysis of this student's learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student's needs; are informed by a thorough and thoughtful analysis of this student's learning/performance; based on best practice; based on contextual factors.	6
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives)	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Objectives) (RIBTS 4)	connections between the revisions and learning goals/unit objectives are superficial or absent.	objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	connections between the revisions and learning goals/unit objectives are significant and insightful.	
Organization, readability, spelling, and grammar (RIBTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	60

TOTAL _____/42

Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIBTS 9)	<p>Analysis of student learning:</p> <ul style="list-style-type: none"> is not aligned with selected unit objectives; and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. 	<p>Analysis of student learning:</p> <ul style="list-style-type: none"> is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals. 	<p>Analysis of student learning:</p> <ul style="list-style-type: none"> is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals. 	6
Clarity and Accuracy of Presentation of Graphs (RIBTS 9)	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	6
Interpretation of Data (RIBTS 9)	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	6
Evidence of Impact on Student Learning (RIBTS 9)	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Insights on Effective Instruction and Assessment (RIBTS 10)	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	4
Self Evaluation and Implications for Future Teaching (RIBTS 10)	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	6
Organization, readability, spelling, and grammar (RIBTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL _____/42

Candidate Reflection on Student Teaching Experience Rubric

Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS
Description of Incidents (RIBTS 10)	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	10 6
Description of affect on Student Teaching experience (RIBTS 10)	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	10 6
Description of self learning (RIBTS 10)	Candidate provides little or no description of self learning.	Candidate provides some description of self learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self learning that connects to description of incidents and their affect on Student Teaching.	10 6
Plans for Professional Development (RIBTS 10)	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self learning.	Candidate describes some specific, concrete plans for professional development that reflect self learning.	10 6
Organization, readability, spelling, and grammar (RIBTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL _____/28