

Feinstein School of Education and Human Development

Teacher Candidate Work Sample


Rubric Scores

Candidate \_\_\_\_\_ EMPID \_\_\_\_\_  
 Program: English Education  
 College Supervisor: JCOOK Date \_\_\_\_\_

Total of Rubric Scores for Tasks:

I. Contextual Factors						Total	34/42	
II. Learning Goals and Unit Objectives						Total	39/42	
III. Assessment Plan						Total	41/42	
IV. Design for Instruction						Total	36/42	
V. Instructional Decision-Making						Total	35/42	
VI. Analysis of Student Learning						Total	34/42	
VII. Candidate Reflection on Student Teaching Experience						Total	30/30	
							Total	<del>12/12</del>

249/296  
 84%

<b>Organization, readability, spelling, and grammar (RIBTS 8)</b>	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 34 / 42

<b>Organization, readability, spelling, and grammar (RIBTS 8)</b>	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 39/42

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	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 41 / 48

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.	
<b>Alignment with Learning Goals and Unit Objectives (RIBTS 2)</b>	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
<b>Classroom Climate (RIBTS 6)</b>	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.	4
<b>Use of Technology (RIBTS 2)</b>	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
<b>Organization, readability, spelling, and grammar (RIBTS 8)</b>	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
<b>Part I</b>				
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.	5
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
<b>Part II</b>				
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.	4
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.	4
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	4

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)	Analysis of student learning: <ul style="list-style-type: none"> <li>is not aligned with selected unit objectives;</li> <li>and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is partially aligned with selected unit objectives;</li> <li>provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is fully aligned with selected unit objectives;</li> <li>provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.</li> </ul>	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. <i>What could you have done differently?</i>	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	4
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.	4

### 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 30 ~~70~~



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.	
<b>Alignment with Learning Goals and Unit Objectives (RIBTS 2)</b>	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
<b>Classroom Climate (RIBTS 6)</b>	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.	4
<b>Use of Technology (RIBTS 2)</b>	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
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### 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
<b>Part I</b>				
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.	5
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
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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.	4
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Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit	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	4

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.	20

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 1				
Alignment with Selected Unit Objectives (RIBTS 9)	Analysis of student learning: <ul style="list-style-type: none"> <li>is not aligned with selected unit objectives;</li> <li>and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is partially aligned with selected unit objectives;</li> <li>provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is fully aligned with selected unit objectives;</li> <li>provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.</li> </ul>	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. <i>What could you have done differently?</i>	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	4
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.	4

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.	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 34 /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 30 ~~30~~

### Candidate Reflection on Student Teaching Experience Rubric

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TOTAL 30 ~~30~~