

Course: **EDPE 4340** Section: **L83** Level: **Elementary Education**
 Profesor: **Elba González**
N = 9 completers (registered 10)

Teacher Work Sample Revised Rubric

Section I. Contextual Factors and Adaptation to the Learning Environment – The candidate uses information about the learning and teaching context and student’s individual differences to set learning goals, plan instruction and assess learning.

Criteria	Unacceptable	Acceptable	Target
1. Knowledge of Community, School and Classroom Factors ACEI - 5.2			9
2. Knowledge of Characteristics of Students ACEI - 1.0			9
3. Knowledge of Students’ Varied Approaches to Learning ACEI 3.2			9
4. Knowledge of Students’ Skills and Prior Learning ACEI – 3.2			9
5. Implications for Instructional Planning and Assessment ACEI – 4.0			9

Section II. Learning Objectives – The candidate sets significant, challenging, varied and appropriate learning goals.

Criteria	Unacceptable	Acceptable	Target
1. Significance, Challenge and Variety ACEI 3.1			9
2. Clarity ACEI – 3.1			9
3. Appropriateness for Students ACEI - 3.1			9
4. Alignment with National, State or Local Standards and Grade level expectation will be evaluated according to the discipline candidates teach. ACEI – 2.1 – 2.4			9
4a. Aligned with national, state and local Spanish standards and Grade level expectations. ACEI - 2.1			9
4b. Aligned with national, state and local Science standards and Grade level expectations. ACEI – 2.2			9
4c. Aligned with national, state and local Mathematics standards and Grade level expectations. ACEI 2.3			9

<p>4d. Aligned with national, state and local Social Studies standards and Grade level expectations.</p> <p>ACEI 2.4</p>			9
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Section III. Learning Assessment Plan – The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning, before, during and after instruction.

Criteria	Unacceptable	Acceptable	Target
<p>1. Alignment with Learning Objectives and Instruction</p> <p>ACEI 4</p>			9
<p>2. Clarity of Assessment Criteria and Standards for Performance</p> <p>ACEI 4</p>			9
<p>3. Multiple Assessment Modes and Approaches</p> <p>ACEI - 4</p>			9
<p>4. Technical Soundness</p> <p>ACEI 4</p>			9
<p>5. Adaptations Based on the Individual Needs of Students</p> <p>ACEI - 4</p>			9

Section IV. Instructional Design and Teaching - The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Criteria	Unacceptable	Acceptable	Target
1. Alignment with Learning Goals ACEI 3.1			9
2a. Accurate Representation of the Spanish Content			9
2b. Accurate Representation of the Science Content			9
2c. Accurate Representation of the Mathematics Content			9
2d. Accurate Representation of the Social Studies Content			9
3. Lesson and Unit Structure ACEI 3.1			9
4. Use of a variety of Instruction, Activities, Assignments and Resources ACEI 3.1			9

5. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources ACEI 3.1			9
6. Integration of Technology to enhance instruction ACEI 3.5			9

Section V. Decision Making During the Teaching Process - The candidate uses on-going analysis of student learning to make instructional decisions.

Criteria	Unacceptable	Acceptable	Target
1. Comprehensive Professional Practice ACEI – 5.1			9
2. Modifications Based on Analysis of Student Learning ACEI 5.1			9
3. Congruence Between Modifications and Learning Goals ACEI 5.1			9

Section VI. Analysis of Students Learning Results (Outcomes) The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Criteria	Unacceptable	Acceptable	Target
1. Clarity and Accuracy of Presentation ACEI 5.1			9
2. Alignment with Learning Objectives ACEI 5.1			9
3. Interpretation of Data ACEI 5.1			9
4. Evidence of Impact on Student Learning ACEI 5.1			9
5. Candidates collaboration with families to promote student's progress ACEI 5.2			9

Section VII. Reflection and Self-evaluation of the Teaching Process – The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Criteria	Unacceptable	Acceptable	Target
1. Interpretation of outcomes of Student Learning ACEI 5.1			9

2. Insights on Effective Instruction and Assessment ACEI 4			9
3. Alignment Among Goals, Instruction and Assessment ACEI 4			9
4. Implications for Future Teaching ACEI 4			9
5. Implications or Professional Development ACEI 5.1			9