

**TEACHER WORK SAMPLE  
PROMPT & APPENDICES**

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The content of the Oral Roberts University Teacher Work Sample was adapted from the Title II Teacher Quality Enhancement Teacher Work Sample developed by State Regents for Higher Education, the Department of Education and the Oklahoma Commission for Teacher Preparation, and the Emporia State University Teachers College Teacher Work Sample and the Renaissance Partnership for Improving Teacher Quality Project.

***Notice: The materials in this document may not be used or reproduced without citing the Oklahoma Teacher Enhancement Program and the ORU School of Education.***

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# Oral Roberts University Teacher Work Sample Rubric

## NOTES TO EVALUATORS:

- ❑ Although the rubric factors are sequentially aligned with specific sections of the assignment, evaluators should consider evidence from any section of the sample when submitting final factor scores.
- ❑ Some rubric factors are divided into two parts (See Factor 1 for an example), a checklist and an analytical rubric. The checklist represents characteristics that are dichotomous (i.e. the characteristic is either present or absent) AND are considered essential requirements before an analytical rubric can be applied. In other words, we reduce our accuracy in making a sound judgment if the sample does not include the bare evidence we need to be objective. Factor 7 does not have a checklist.

## THE VISION

Successful educators should have an impact on student learning. Their students should gain substantive knowledge and skills. Teacher candidates should be able to demonstrate that they can deliver an effective instructional unit, employ meaningful classroom assessments and analyze and reflect on their experiences. The purpose of this assignment is to evaluate the degree of impact you have on student learning by examining:

- ❖ Your ability to analyze your classroom context and make instructional decisions based upon that analysis.
- ❖ Your ability to construct and deliver an instructional unit.
- ❖ Your ability to construct challenging, meaningful classroom assessments.
- ❖ Your students' learning.
- ❖ Your ability to provide information on assessment data and student achievement,
- ❖ Your ability to analyze and reflect on your experience to promote your own professional growth.

This assignment not only provides candidates with feedback on their own professional development, but candidates who demonstrate evidence of their ability to impact student learning will be more professionally competitive in the job market.

\*Note: *italicized* words or phrases are defined in the glossary attached at the end of this assignment.

## YOUR ASSIGNMENT

You are required to teach a multiple week instructional sequence. You will describe the *learning context* and any specific instructional *adaptations* you made to meet the learning needs of individual students. Your instructional *goals* should be based on the district, state, national, or common core standards. Your objectives must include outcomes in *cognitive, affective, and/or psychomotor domains* at the low, middle, and high levels. You will also need to create an assessment plan including (but not limited to) measures of student performance before (*pre-assessment/diagnostic assessment*), during, and after (*post-assessment/summative assessment*) your instructional sequence. (For purposes of the TWS, *pre-assessment* and *diagnostic assessment* and *post-assessment* and *summative assessment* will be used synonymously.) Finally, you need to analyze and reflect on your instructional design, educational context, and degree of learning gains demonstrated by your students.

The following are format requirements for your work. You must address several questions when constructing a response for each section. Each section is further described below. (Do not delete or add to this format):

- **Passing score on the TWS is 70%. Candidates not receiving a 70% score will be required to re-write the TWS until a passing score is achieved.**
- **A TWS will be returned and not accepted for scoring if specific directions are not followed, including page limitations.**
- **Fifteen points will be deducted the first day that the TWS is late, and an additional five will be deducted each day thereafter up to a maximum of 30 point deduction.**
- Your completed work must not exceed 25 pages (12 point font, double-spaced with one-inch margins).
- Be sure pages are numbered.
- Your cover page must be an exact duplicate of the example provided as in the appendices of this document.
- Do not include any student names anywhere in your completed assignment. Refer to students by number or alias.
- This assignment must be submitted in narrative format with the following section headings indicated in bold print (suggested page length in parentheses):
  1. Contextual Information and Learning Environment (2 pages) **This does not include the Contextual Information sheet.)**
  2. Unit Goals and Objectives (1 page)
  3. Instructional Design (5 pages)
  4. Assessment Plan (2 pages)
  5. Analysis of Pre-Assessment Results and Instructional Adjustments (5 pages)
  6. Analysis of Learning and Assessment Procedures (5 pages)
  7. Reflection and Self Evaluation (5 pages)

You should include the following forms, tables and graphs:

- ❖ Contextual Information Sheet and Chart:
  - ❖ Assessments Plan Table
  - ❖ Design for Instruction Table
  - ❖ Pre-Assessment Chart and Graph
  - ❖ Design for Instruction Table with Adjustments
  - ❖ Pre/Post Assessment Analysis Table
  - ❖ Pre and Post Assessment Graph
  - ❖ Pre and Post Assessment Instrument(s) with Answer Key or Scoring Rubric
- The attachments will not count toward the 25 page maximum requirement.***

- You must address several questions when constructing a response for each factor of the Teacher Work Sample. These questions are found in the prompt before each of your checklists and scoring *rubrics*. You should read each scoring *rubric* carefully to make sure that you provide information in your narrative or table to receive the maximum score possible. Terms defined in the glossary have been italicized wherever they appear in the text. You have flexibility in making the response for factors to be longer or shorter. However, you **MUST** stay within the maximum limit of 25 pages for your Teacher Work Sample.

## INSTRUCTIONS WHEN THE TWS IS SUBMITTED

- 1) Complete the TWS as a Word document
- 2) **Your TWS must be all one file, not separate files.**
- 3) Upload your TWS into the ePortfolio: Capstone Level TWS
- 4) Submit a hard copy of the TWS to the University Supervisor

## INTEGRITY GUIDELINES

If a candidate attempts to obtain a passing grade on a TWS by falsification or misrepresentation, the candidate may be assigned a failing grade in a course and/or removed from the teacher education program.

Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. A teacher education candidate should uphold this principle and adhere to a commitment not to falsify, misrepresent, or deceive in the preparation of the TWS. The TWS submitted must be the candidate's own work. Candidates are expected to act with personal integrity at all times.

Some examples of violation of academic integrity include:

- Submitting a TWS that was prepared by a person other than the candidate.
- Submitting a TWS that was previously submitted as a part of an earlier course.
- Submitting a TWS that was prepared by the candidate in a setting other than that of the present student teaching or internship placement.
- Fabricating contextual, numerical or other data.
- Extensively collaborating with others in preparing the TWS. Having someone else plan your teaching or write sections of your TWS is unacceptable. However, getting advice from more experienced candidates and collaborating with other candidates regarding best practice or integrative activities are acceptable forms of *collaboration* that improve teaching and facilitate professional development.

## CANDIDATE ASSISTANCE POLICY

The purpose of the TWS is to assess each pre-service candidate's ability to:

- plan and deliver an effective instructional unit,
- employ meaningful classroom assessments, and
- analyze and reflect on their experiences.

The TWS not only provides data for individual candidates but is also an overall program evaluation for ESU. Supervisors and mentor teachers should not assist the candidate in the actual construction of evidence nor offer help for any task, which is to be scored with the checklist or *rubric*.

Supervisors and mentor teachers are encouraged to provide assistance on any part of the TWS that would impact program evaluation factors such as *gain scores*, objective mastery, and any of the checklist item factors found in the prompt and *rubric* (listed in the “appropriate” column below). For example, the program evaluation data relies on the classification of *unit objectives* so that data (e.g., learning gain) can be disaggregated by the type of objectives used by our candidates.

Since it is possible to determine if higher levels of learning gains are reported in unit plans that use higher order objectives, it is acceptable for the supervisor or mentor teacher to help the candidate accurately classify the objectives (the candidates are not being evaluated down by this type of error yet program data will be inaccurate if misclassified). Supervisors or mentor teachers should not, however, actually choose the objectives, specify the number of objectives in each category, or select the appropriate level of objectives because these are related to the evaluation of the individual candidate.

The candidates have received previous instruction in the TWS process and format. Therefore,

- Candidates should develop their own unique TWS units. This is not a collaborative assignment.
- The role of university supervisors is to provide appropriate assistance, as specified below, when requested by candidates.
- The role of mentor teachers is to:
  - confirm that candidates completed the TWS assessment, instructional activities, and analysis in the mentor's classroom during the student teaching semester.
  - confirm that the data reported in the TWS are authentic and are based on the performance of students in the mentor's class.
  - provide appropriate assistance, as specified on the following page, when requested by the candidates.

Appropriate Assistance	Inappropriate Assistance
<b>General:</b> <ul style="list-style-type: none"> <li>• Assist the candidate in selecting an appropriate, multiple week instructional unit that aligns with district and state standards</li> <li>• Discuss format, attachments, etc.</li> <li>• Discuss due dates, page length, and other document format requirements</li> <li>• Discuss rubric criteria, rater training, appeal process</li> <li>• Suggest sources to reference in creating an instructional unit</li> <li>• Define terms</li> </ul>	<b>General:</b> <ul style="list-style-type: none"> <li>• Give a previous candidate's or teacher's TWS to use</li> <li>• Proofread, correct, and/or write portions of the TWS</li> <li>• Provide feedback by reviewing and/or scoring all or part of the TWS</li> <li>• Give specific "hints" on what to write in order to earn a more favorable rating.</li> </ul>
<b>Factor 1:</b> <ul style="list-style-type: none"> <li>• Provide community and classroom demographics</li> <li>• Provide general examples of developmentally appropriate practices and adaptations</li> </ul>	<b>Factor 1:</b> <ul style="list-style-type: none"> <li>• Select and provide specific adaptations and approaches for the unit.</li> </ul>
<b>Factor 2:</b> <ul style="list-style-type: none"> <li>• Provide district/state objectives</li> <li>• Assist in classification of objectives using Bloom's Taxonomy (<i>cognitive, affective, psychomotor</i>)</li> </ul>	<b>Factor 2:</b> <ul style="list-style-type: none"> <li>• Write the Unit objectives</li> <li>• Match instruction to the objectives</li> </ul>
<b>Factor 3:</b> <ul style="list-style-type: none"> <li>• Review progressive sequencing</li> <li>• Provide suggestions of ways to check for understanding (<i>formative assessment</i>)</li> </ul>	<b>Factor 3:</b> <ul style="list-style-type: none"> <li>• Choose assessment-based adaptations, teaching/learning strategies, grouping strategies, and technology</li> <li>• Match instruction to the objectives</li> </ul>
<b>Factor 4:</b> <ul style="list-style-type: none"> <li>• Suggest appropriate assessment adaptations</li> <li>• Discuss setting minimal levels of acceptable student performance</li> <li>• Discuss issues surrounding assessment validity</li> <li>• Discuss appropriateness of and designs relating to pre/post testing practices</li> <li>•</li> </ul>	<b>Factor 4:</b> <ul style="list-style-type: none"> <li>• Match the assessment to the objectives</li> <li>• Choose or suggest the assessment format and assessment plan</li> </ul>
<b>Factor 5:</b> <ul style="list-style-type: none"> <li>• Discuss issues surrounding assessment validity</li> <li>• Discuss appropriateness of and designs relating to pre/post testing practices</li> <li>• Suggest appropriate/clear graphics</li> </ul>	<b>Factor 5:</b> <ul style="list-style-type: none"> <li>• Choose or suggest the assessment format and assessment plan</li> <li>• Create the graphics</li> <li>• Cooperating/mentor teacher provides all alternate methods</li> </ul>
<b>Factor 6:</b> <ul style="list-style-type: none"> <li>• Discuss issues surrounding assessment validity</li> <li>• Discuss appropriateness of and designs relating to pre/post testing practices</li> <li>• Suggest appropriate/clear graphics</li> <li>• Check accuracy of gain scores</li> <li>• Check accuracy of percent mastering</li> <li>• Provide software for graphing or calculating</li> </ul>	<b>Factor 6:</b> <ul style="list-style-type: none"> <li>• Match the assessment to the objectives</li> <li>• Create the graphics</li> <li>• Calculate the gain scores</li> <li>• Calculate the percent mastering</li> </ul>
<b>Factor 7:</b> <ul style="list-style-type: none"> <li>• No assistance is appropriate. This should be a totally independent reflection.</li> </ul>	<b>Factor 7:</b> <ul style="list-style-type: none"> <li>• Suggesting ideas for reflection</li> </ul>



## FACTOR I: CONTEXTUAL INFORMATION AND LEARNING ENVIRONMENT

**IS#3.** The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.

**IS#8.** The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.

**IS#18.** The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.

### Discussion:

- A) Describe *community environmental factors* that affect planning, teaching, and learning. These should include such considerations as location (e.g., rural, intercity), socio-economic (e.g., high income level), unique characteristics of the population (e.g., drug problems, mostly farming), etc.
- B) Describe the district, school, and classroom *environmental factors* that affect planning, teaching, and learning. These should include the district and school environmental considerations (e.g., district regulations about books), the physical classroom setting (e.g. self-contained, portable), non-traditional students (e.g., handicapped), and the number of students in the school and in the classroom. (See the Contextual Information Form)
- C) Describe the important characteristics of students in your classroom. Describe these factors: ethnic/cultural make-up, gender make-up, school socio-economic status make-up, students with *special needs* and those at risk, and previously demonstrated academic performance/ability, *developmental characteristics*. Include a brief, general description of students in your class and then identify the groups for whom you will separate (disaggregate) data for analysis in Factor 6. Below are some websites to help better understand *developmental characteristics*.

Toddlers and kindergarten

<http://www-personal.ksu.edu/~anippert/characteristics.html>

Five and six year old

<http://www.pnc.edu/ed/Eisenhauer/develcharact.html>

All ages

<http://homepages.utoledo.edu/kpugh/5-7320/ITcomponents/development.html>

You may use a table to illustrate discussion items A, B, and C above. The Sample Optional Contextual Factor Table below provides several illustrative examples. You may have more or less contextual and environmental factors to address and they may be entirely different. The examples are provided only to help clarify your task, not to indicate the number you should have or to provide an exhaustive list of factors. Implications for instruction will not be specific in nature at this point of your planning. Specific instructional plans, including specific *adaptation*, will be included in later TWS Factors. A thoroughly prepared contextual table will reduce or completely eliminate, the need for additional narrative but be sure there is sufficient information to address the *rubric* items. If there is no implication for instruction for a contextual or environmental factor, be sure to explain why.

- D) For the rubric, discuss the implications for your instruction in consideration of environmental, personal, demographic and background characteristics, and the knowledge, skill, cognitive capacities, dispositions and readiness of your students. Discuss the learning needs of individual or clusters of students and how these considerations will influence your approach to instruction in order to address the learning and affective needs of all students in your class.

## I. CONTEXTUAL INFORMATION SHEET

Complete the Contextual information sheet provided in the appendices to determine the following:

- ❖ What are some important characteristics of the *learning context* for your students in your *classroom environment*?
- ❖ Resources available for the Classroom
- ❖ Personnel Resources
- ❖ Individual Student Differences
- ❖ Students in Pull-out/Supplementary Programs
- ❖ Describe School's Immediate Community

## II. CONTEXTUAL INFORMATION NARRATIVE

### A. Description of the Learning Environment (See Sample Optional Contextual Factor Table)

- ❖ What implications will these factors have on your teaching methods, instructions, assessments, and activities?
- ❖ Describe the **specific** learning needs of individual students that require you to change your plans.
- ❖ Your response will be judged on the specificity of your decisions.
- ❖ If no changes are made, a rationale must be stated and supported.

### B. Specificity

- ❖ Describe developmental characteristics of students (intellectual, social, physical)
- ❖ Your description must include (but is not limited to) previously demonstrated *academic performance/ability*, including students with special needs.
- ❖ Include factors that will help the evaluators of this assignment better understand your instructional decisions.

**Sample Optional Contextual Factor Table**

<b>Contextual and Environmental Factors</b>	<b>Identify source of Factor: <i>Community, District, School, or Classroom</i></b>	<b>Implications for Instruction</b>
Rural Community	Community	Include farming illustrations in my teaching.
Low Socio-economic Community	Community	Be careful not to ask students to bring or use materials that would cost money.
There is a great deal of drug related activities	Community	Include information the dangers of drugs in as many lessons as possible, some unobtrusively.
District office specifies textbooks that can be used	District	Be sure all supplemental books meet district guidelines before using them in the classroom.
1 student in wheelchair	School and Classroom	Be sure school facilities are handicapped accessible. Adapt <i>psychomotor</i> activities to match student's physical ability to perform.
No air conditioning in the school	School and Classroom	Avoid strenuous activities on hot days; think of ways to provide air movement in the classroom.
First graders' fine motor skills are still developing	Classroom	Provide opportunities for students to color and cut.
First graders are still egocentric	Classroom	Use small group size or pairs.
Mixed ethnic backgrounds among students	Classroom	Provide guidance and opportunities for cooperation among all students.
12 boys, 13 girls	Classroom	Provide mixed gender grouping during cooperative learning activities.
3 below, 17 at grade level, 5 above grade level	Classroom	Provide extra time for the below grade level students and challenging work for above grade level students.

[Suggested total page length for the narrative component of the **Contextual Information**: 2 pages (the Contextual Information Form is not included in the 25 page maximum number)]

## FACTOR 1 CONTEXTUAL INFORMATION

**Checklist:** The Candidate Describes *Context Data* and *Environmental Factors*: N Y

Complete Contextual Information Sheet

0      1

**Total Checklist Score:** \_\_\_\_ / 1

**Rubric: Instructional Implications**--The degree to which the candidate specifically describes and uses contextual information to plan and describe instruction.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Specificity</b>	The candidate did not complete, or only partially completed the Contextual Information sheet.	The candidate completed all components of the Contextual Information sheet.	The candidate addresses implications that the contextual information has for planning instruction, assessment, and student learning for the classroom as a whole, but only describes the implications for <b>some</b> of the following: specific student individual differences, groups for whom you will <i>disaggregate</i> data, community, school, and classroom environment.	The candidate addresses implications that the contextual information has for planning instruction, assessment, and student learning for the classroom as a whole, and describes the implications for <b>all</b> of the following: specific student individual differences, groups for whom you will <i>disaggregate</i> data, community, school, and classroom environment.	<b>4</b>

**Total Rubric Score:** \_\_\_\_ / 4

**Total Score for Factor 1:** \_\_\_\_ / 5

Complete and attach Contextual Information Sheet.

## FACTOR 2: UNIT LEARNING GOALS AND OBJECTIVES

**IS#4.** The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects

**IS#9.** The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.

**IS#12** The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.

### **Discussion:**

As a part of this factor, list the course, unit content area, (e.g., “Language Arts,” “Biology,” “Math,” Social Science,” etc.), and grade level(s) of your Teacher Work Sample, as identified on the Demographic Information sheet.

The Teacher Work Sample is a method for you to demonstrate and to self-assess your teaching skills. For this factor, you must specify all of the objectives for your unit. It is unlikely that you will be able address all of your objectives in Factors 3-7 and keep within the 25 page limit. Therefore, we ask you to follow the required and suggested guidelines in Section A below and indicate with an asterisk those objectives that you will address for the checklists and rubrics for Factors 3-7. These objectives will hereafter be referred to as the *TWS objectives* and the full set of objectives as the *Unit objectives*.

Use Benjamin Bloom’s Taxonomy to classify and label your objectives. Following are the cognitive, affective, and psychomotor domains (listed low to high levels) and some websites that will provide additional information. You will find that there are numerous other websites if you need additional information.

### **Cognitive Domain (Bloom)\***

- Knowledge - Recognize or recall information.
- Comprehension - Ability to grasp the meaning of material.
- Application - Ability to use learned material in new and concrete situations.
- Analysis - Ability to break down materials into its component parts so that its structure may be understood.
- Synthesis - The ability to put parts together to form a new whole.
- Evaluation - Ability to judge value.

### **Affective Domain (Krathwohl)\*\***

- Receiving - Student's willingness to attend to classroom activity; getting, holding, and directing students' attention.
- Responding - Active participation on the part of the student.
- Valuing - The worth or value a student attaches to a particular object or behavior.
- Organization - Bringing together different values, resolving conflict between them and beginning the building of a consistent value system.
- Value or Value Complex - The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to have developed a "life style."

### Psychomotor Domain\*\*\*

- Reflex Movements
- Fundamental Movements
- Perceptual Abilities
- Physical Abilities
- Skilled Movements
- Nondiscursive Communication

See: <http://www.humboldt.edu/~tha1/bloomtax.html>

- A) Your goal(s) and unit objectives (you may substitute the terms used in state standards such as “standards”, “benchmarks”, or “indicators”) must be clearly stated, developmentally appropriate, aligned with state, or *Common Core* standards (or other standards if there are no state standards) and described in terms of student performance, not as activities. Using Bloom’s Taxonomy, classify your Unit objectives as *low, middle, and high levels*, and label each objective according to its domain (cognitive, affective, or psychomotor). You must include at least one goal and two objectives for each level (low, middle, and high). Include a rationale for the choice of the Unit objectives. To be acceptable, the rationale must be more than a statement that the objectives are required by the school. The rationale should convey how the objectives relate to the lesson. Your *TWS objectives* (selected from the Unit objectives) must include all levels (low, middle and high). In order to stay within the 25 pages, it is recommended that no more than 10 *TWS objectives* be used for this instructional activity. Following is a suggested format for listing your goal(s) and Unit objectives:

#### Unit Goal

##### *Low level objectives*

(List objectives labeled as *cognitive, affective, or psychomotor*)

##### *Middle level objectives*

(List objectives labeled as *cognitive, affective, or psychomotor*)

##### *High level objectives*

(List objectives labeled as *cognitive, affective, or psychomotor*)

- B) Identify and briefly discuss the source of your objectives, and explain why you selected the objectives in your list.

Below are numerous examples of objectives classified as low, middle, and high levels for the various *domains*. Be sure to follow the required and suggested guidelines in the in Section A), and **don’t forget to mark your TWS objectives with an asterisk.** Examples of *goals* are not provided but they must be included with your TWS.

#### **Examples of Objectives Classified Low Level of Difficulty**

*Cognitive*: Knowledge & Comprehension (Bloom)

*Affective*: Receiving & Responding

*Psychomotor*: Reflex movements and Fundamental movements

1. The student will identify/locate seven continents and four oceans. (*cognitive*)
2. The student will describe the method for making a color wheel. (*cognitive*)
3. In a given music example, the student should be able to identify all of the basic elements of music. (*cognitive*)
4. The student will identify independent and dependent variables within a given situation (*cognitive*)

5. After instruction, the student will state Newton's second law of motion as described in the physics textbook. (*cognitive*)
6. After review, the student will list three rock types. (*cognitive*)
7. After an introduction, the student answers questions on photosynthesis (*cognitive*)
8. The student will integrate the practice of respect and cooperation in his/her interaction with students. (*affective*)
9. The student will answer questions about the feelings experienced by listening to a musical selection. (*affective*)
10. The student will report two likes and two dislikes as a response to the assigned reading. (*affective*)
11. After a discussion on rocks in science class, the student will select a book on rocks and minerals to read. (*affective*)
12. The student will be able to combine skills of pacing and compass reading to navigate a course. (*psychomotor*)
13. The student performs a music selection with correct notes and rhythms. (*psychomotor*)
14. The student performs a tennis serve with correct form. (*psychomotor*)
15. After instruction, the student will carry a microscope according to the directions provided by the instructor (*psychomotor*)

### **Examples of Objectives Classified Middle Level of Difficulty**

*Cognitive:* Application & Analysis (Bloom)

*Affective:* Valuing & organizing of values

*Psychomotor:* Perceptual abilities and Physical abilities

1. Given a map, the student will find physical features using latitude and longitude. (*cognitive*)
2. Students will be able to read a full musical score, describing how the elements of music are used. (*cognitive*)
3. The student will solve two-variable linear equations. (*cognitive*)
4. The students in the alto (tenor, soprano, etc) section of the choir will identify incorrect diction pronunciation of the recorded choral selection. (*cognitive*)
5. After instruction, the student will prepare a graph showing temperature changes of rising and sinking air. (*cognitive*)
6. After watching a video on scientific theories, the student will list at least one difference between the use of the term "theory" in science and the use of "theory" in non-science contexts. (*cognitive*)
7. The student will indicate in a music score, appropriate uses of crescendo and decrescendo. (*cognitive*)
8. The student will listen to others with respect and remember the name of at least five students in the class. (*affective*)
9. The student section leader assumes responsibility for leading the section performers in correct rhythmic and notation reading of the music. (*affective*)
10. During a debate, the student will defend the right of scientists to conduct research in a three-minute statement. (*affective*)
11. After completing the unit on the environment, the student will work on a community recycling project. (*affective*)
12. The students in the flute section of the band will perform the indicated musical passage of eight measures with correct notes and rhythms at a tempo of quarter note. (*psychomotor*)
13. The student will be able to assemble the clarinet correctly and prepare the reed mouthpiece for performance. (*psychomotor*)
14. The student will accurately perform a tennis serve with the correct spin and speed. (*psychomotor*)
15. Within the time allowed, the student will adjust a microscope so that the image is clear. (*psychomotor*)

### **Examples of Objectives Classified High Level of Difficulty**

*Cognitive:* Synthesis & Evaluation (Bloom)

*Affective:* Internalizing values

*Psychomotor:* Skilled movements and Nondiscursive communication

1. The student will evaluate the recorded band selection for correct interpretation of musical dynamics. (*cognitive*)
2. The student will evaluate ten volleyball serves. (*cognitive*)
3. The student will compare and contrast the way in which the elements of music are used in diverse genres. (*cognitive*)
4. The student will generate real world problems that represent one-or two- linear equations. (*cognitive*)
5. Using materials provided, the student will design an experiment to solve an original scientific problem. (*cognitive*)
6. Given a map with six distinct geographical features, students will be able to evaluate the best location for building a new city. (*cognitive/affective*)
7. Using four or more references, the student will make a 15-minute speech defending a decision to build more nuclear power plants. (*affective*)
8. Student members of the jazz band will perform solo improvisations in Count Basie style for *One O'Clock Jump*. (*affective*)
9. After completing the required science classes, the student will make life decisions based on scientific values. (*affective*)
10. The student will accurately perform a tennis serve, including correct spin, speed and placement of the ball in the opposite side of the court. (*psychomotor*)
11. The student alters her playing technique on the solo instrument to better achieve the appropriate performance style. (*psychomotor*)
12. Without assistance, the student will use a telescope to find five objects in space using procedures of professional astronomers. (*psychomotor*)

[Suggested total page length for **Unit Learning Goals**: 1 page]



[illegible]

    N    Y    

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0 1

$$\underline{0 \quad 1}$$

**Total Checklist Score:** \_\_\_\_\_ / 3

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Low level cognitive, affective and psychomotor TWS objectives</b>	Absent; no low level <i>cognitive, affective</i> <b>or</b> <i>psychomotor</i> objectives area listed.	At least one <i>low level cognitive, affective</i> <b>or</b> <i>psychomotor</i> objective is listed and meets the low level classification criteria.	At least two <i>low level cognitive, affective</i> <b>or</b> <i>psychomotor</i> objectives are listed and meet the low level classification criteria.	At least two <i>low level cognitive, affective</i> <b>and</b> <i>psychomotor</i> objectives are listed and meet the low level classification criteria.	<b>4</b>
<b>Middle level cognitive, affective and psychomotor TWS objectives</b>	Absent; no <i>middle level cognitive, affective</i> <b>or</b> <i>psychomotor</i> objectives area listed.	At least one <i>middle level cognitive, affective</i> <b>or</b> <i>psychomotor</i> objective is listed and meets the middle level classification criteria.	At least two <i>middle level cognitive, affective</i> <b>or</b> <i>psychomotor</i> objectives are listed and meet the middle level classification criteria.	At least two <i>middle level cognitive, affective</i> <b>and</b> <i>psychomotor</i> objectives are listed and meet the middle level classification criteria.	<b>4</b>
<b>High level cognitive, affective and psychomotor TWS objectives</b>	Absent; no high level <i>cognitive, affective</i> <b>or</b> <i>psychomotor</i> objectives area listed.	At least one <i>high level cognitive, affective</i> <b>or</b> <i>psychomotor</i> objective is listed and meets the high level classification criteria.	At least two <i>high level cognitive, affective</i> <b>or</b> <i>psychomotor</i> objectives are listed and meet the high level classification criteria.	At least two <i>high level cognitive, affective</i> <b>and</b> <i>psychomotor</i> objectives are listed and meet the high level classification criteria.	<b>4</b>
<b>Goals and Objectives are Developmentally Appropriate</b>	Unit goals and objectives are not developmentally appropriate given the grade level(s) identified and the classroom context, nor is a rationale for the choice of the unit objectives is provided.	Most of the unit goals and objectives are developmentally appropriate given the grade level(s) identified and the classroom context; however the rationale for the choice of the unit objectives is limited to a statement the objectives are required by the school.	All unit goals and objectives are developmentally appropriate given the grade level(s) identified and the classroom context, and a rationale for the choice of the unit objectives is provided.	All unit goals and objectives are developmentally appropriate given the grade level(s) identified and the classroom context, and a rationale for the choice of the unit objectives is provided. Additionally, the goals and objectives are clearly articulated.	<b>4</b>

**Total Rubric Score:** /16

**Total Score for Factor 2:** /19

### FACTOR 3: INSTRUCTIONAL DESIGN

**IS #5.** The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

**IS#6.** The candidate understands the central concepts, tools of inquiry, and structures of the disciplines(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.

**IS#7**The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.

**IS#13.** The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.

#### I. INSTRUCTIONAL DESIGN TABLE

##### A) Design for Instruction Table

- ❖ Provide a Design for Instruction Table outlining your instructional design for the unit in the order you plan to present the instructional activities.
- ❖ You may create the table using landscape page formatting if wider columns are needed.

**Design for Instruction Table**

Time-line	Learning Objectives	Instructional Activities, including interdisciplinary activities	Assessments	Resources and Technology
Day 1				
Day 2 Tues. Aug. 30	Edit a paragraph for proper punctuation.	<ul style="list-style-type: none"> <li>• Read <i>Punctuation Takes A Vacation</i> to help students understand the importance of punctuation</li> <li>• Complete a worksheet together that has missing punctuation.</li> </ul>	The students will look for missing punctuation marks in a paragraph on their own.	The book <i>Punctuation Takes A Vacation</i> by Robin Pulver
Day 3.				
Etc.				

#### II. INSTRUCTIONAL DESIGN NARRATIVE

##### A. Multiple Instructional Strategies

- ❖ Discuss how the instruction will address different learning strategies.
- ❖ How will you encourage students' use of *critical thinking*, problem solving, and performance?

##### B. Adapt Instructional Strategies

- ❖ Discuss the adaptations you will make to the instructional plan for individual students, small groups, or the class based on contextual information.

##### C. Active Inquiry

- ❖ What teaching techniques will you use to foster active inquiry and supportive classroom interaction?
- ❖ Include evidence for checking for understanding.
- ❖ Describe the *instructional resources* you will use for this lesson/unit and why you choose to use them.

**D. Collaborative/Instructional Groups**

- ❖ Describe how you will implement the use of collaborative/instructional groups, or provide a rationale for exclusion of collaborative teaching methods.
- ❖ Provide a rationale for using collaborative teaching methods
- ❖ Describe how collaborative teaching methods link to instructional goals.

**E. Technology**

- ❖ How will you integrate technology (e.g., audio-video, overhead, computers, calculators, adaptive, etc.) in your activities?
- ❖ If you choose not to use technology, you should include a rationale statement on why the use of technology was inappropriate for your students or for this unit.

**F. Knowledge of Factors in the Students' Environment Outside the School**

- ❖ How will your plan demonstrates your comprehensive knowledge of factors in the students' environment outside of school

**G. Alignment of Objectives, Activities, and Assessments**

- ❖ How will you ensure that your objectives, activities, and assessments are aligned?

[Suggested total page length for the **Instructional Design**: 5 pages]

### FACTOR 3: INSTRUCTIONAL DESIGN

<b>Checklist:</b>	<b>Instructional Design:</b>	<u>N</u>	<u>Y</u>
	Is developmentally appropriate.....	0	1
	Provides evidence that context information is used in instructional decisions... ..	0	1
	Provides evidence of assessments.....	0	1
	Provides Instructional design table.....	0	1
<b>Total Checklist Score:</b>		<b>_____/4</b>	

**Rubric: Instruction Design**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Multiple learning strategies</b>	Only 1 of the strategies from level 4 was incorporated throughout the unit <b>and/or</b> the strategies reflect only the more common/traditional types/levels of learning. (e.g., relies mostly on direct instruction, visual, verbal-linguistic, paper-pencil)	The candidate has included at least two of the strategies listed on Level 4.	The candidate has included three of the strategies listed on Level 4.	The candidate has included: 1. Multiple instructional strategies utilizing multiple types/levels of learning are incorporated throughout the unit. 2. Application of multiple intelligences and learning styles is evident. 3. Strategies which actively involve students in critical thinking, problem solving, or authentic performance tasks. 4. Multiple opportunities and strategies to check for student understanding.	<b>4</b>
<b>Provide and adapt instructional strategies</b>	No <i>adaptations</i> are considered or stated.	<i>Adaptations</i> are stated which do not address the specific contextual needs stated for these individuals, small <i>groups</i> , or class. ( <i>Adaptations</i> should be made for instruction of those <i>groups</i> in need of them as identified in Factor One.)	<i>Adaptations</i> address <b>some</b> of the specifically identified contextual needs of these individuals, small <i>groups</i> , or class; if not, the candidate does not adequately defend the decision to not make instructional <i>adaptations</i> .	<i>Adaptations</i> address <b>all</b> of the specific identified contextual needs of the individuals, small <i>group</i> , or class; <b>or</b> the candidate adequately defends the decision to not make instructional <i>adaptations</i> .	<b>4</b>

**FACTOR 3 INSTRUCTIONAL DESIGN (CONT.)**

	<b>Level 1</b> <b>Unacceptable</b> (Minimal Performance)	<b>Level 2</b> <b>Acceptable</b> (Standard Performance)	<b>Level 3</b> <b>Competent</b> (High Performance)	<b>Level 4</b> <b>Exemplary</b> (Exemplary Performance)	<b>Score</b>
<b>Active Inquiry</b>	Unit design includes 1 or 2 of the strategies listed on Level 4 and /or procedures are too simplistic or are delivered in a more traditional teaching style.	Unit design includes 3 of the procedures listed on Level 4.	Unit design includes 4 of the procedures listed on Level 4.	Unit design includes: 1.Procedures that actively engage students in questioning concepts 2. Procedures that engage students in developing learning strategies 3.Procedures that engage students in seeking resources 4. Procedures that engage students in conducting independent investigation 5.Deliberate checks for understanding, and modification of instruction based on the assessment of student understanding.	<b>4</b>
<b>Collaborative Instructional groups</b>	Plans include no provisions for varied collaborative /instructional groups, and does not provide a rationale for using collaborative teaching methods, nor link plans to instructional goals.	Plans include provisions for one of the parts listed in level 4.	Plans include provisions for 2 of the parts listed for Level 4.	Plans include: 1. Provisions for varied collaborative /instructional groups. 2.Provide a rationale for using collaborative teaching methods. 3. Are clearly linked to multiple instructional goals. ( If collaborative groups are not use, the candidate provides an appropriate rationale)	<b>4</b>
<b>Technology</b>	Technology (see E. above for definition) is used without due regard to learning outcomes (i.e., it is just an add-on to fulfill the requirement).	Technology (see E. above for definition) is integrated throughout instruction and makes a meaningful contribution to learning, however, students do not have hands-on access or usage of technology.	Technology (see E. above for definition) is integrated throughout instruction and makes a meaningful contribution to learning, and students have hands-on access or usage of technology.	Technology (see E. above for definition) is integrated throughout instruction and makes a meaningful contribution to learning, and students have hands-on access or usage of technology. Additionally, technology was used as an assessment tool.	<b>4</b>

**FACTOR 3 INSTRUCTIONAL DESIGN (CONT.)**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Knowledge of factors in the students' environment outside the school</b>	Instructional design and implementation fail to demonstrate knowledge of factors in the students' environment outside of school (e.g., family circumstances, <i>community</i> environments, health, economic conditions, and <i>community</i> resources).	Instructional design and implementation demonstrate knowledge of specific factors in the students' environment outside of school (e.g., family circumstances, <i>community</i> environment, health, economic conditions, and <i>community</i> resources) but are not included in the plan for instruction.	Instructional design and implementation demonstrate knowledge of specific factors in the students' environment outside of school (e.g., family circumstances, <i>community</i> environment, health, economic conditions, and <i>community</i> resources) and are included in the plan for instruction, but some of the adjustments are unrealistic.	Instructional design and implementation demonstrate knowledge of specific factors in the students' environment outside of school (e.g., family circumstances, <i>community</i> environment, health, economic conditions, and <i>community</i> resources) and are included in the plan for instruction and are clearly linked to the students' environment outside the school..	<b>4</b>
<b>Alignment of goals and objectives, activities, and assessments</b>	Candidate does not have a clear understanding of the alignment of goals, objectives, activities, and assessments.	The candidate aligns all of the goals, objectives, and activities, but not all of the assessments are aligned.	Candidate aligns most of the goals, objectives, activities, and assessments.	Candidate has a clear understanding of the alignment of goals, objectives, activities, and assessments, and has aligned all of the goals, objectives, activities, and assessments.	<b>4</b>

**Total Rubric Score:** \_\_\_\_\_/28

**Total Score for Factor 3:** \_\_\_\_\_/32

<b>FACTOR 4: ASSESSMENT PLAN</b>
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**IS#14.** The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.

Consider the unit you have chosen. Begin this task **BEFORE** instruction. Provide information, data, and summary results as called for using written descriptions, copies of assessments, graphics, tables and charts. Include as an Attachment, a copy of your *pre-assessment* and *post-assessment* items/activities and a copy of the answer key(s) or scoring *rubric(s)*. A copy of an assessment with the correct answers included will serve both purposes. Do not include any student work in your TWS. If you do the following, you will be prepared to write the remainder of your TWS.

- a. For the unit's instructional objectives, carry out both a formal and informal assessment of your students' *readiness* to engage in learning.
  - i. Informal Assessment: Consider both information from school records, external assessment data, and your own observations of the students. Rely on measures you have used in previous instruction and your observations of the class.
  - ii. Formal Assessment: For the unit objectives, your pre-assessment can serve as an appropriate measure of your students' *readiness* to engage in learning.
- b. Use the *pre-assessment* data to determine the emphasis of your instruction.
- c. Analyze the results of your assessment. Identify students who already have considerable knowledge of the unit objectives, those who may have "prior knowledge" deficits, and those who are ready for instruction as you have it planned. You will use this information to proceed with instruction for these distinct *groups* of students. Address the specific objectives evaluated, and discuss instructional strategies for those with different *readiness* skills and knowledge.
- d. Prepare at least two *formative assessment* tools to use during the period of the unit's instruction. You will use this assessment to advise students of their progress, and also use this tool to re-direct, re-teach and otherwise inform your plan for instruction.
- e. Prepare a *post-assessment*. The assessment is to be targeted at unit objectives. To the extent appropriate, use at least two distinct assessment item types (e.g., multiple choice, constructed response, performance assessment, cloze assessments etc.). You are to use this assessment as your "post instruction" student and unit evaluation tool. For the specific objectives and also for the total assessment, establish reasonable achievement thresholds (grade decision points/passing scores).
- f. At the end of the unit's instruction, you will administer the unit's *post-assessment* and collect student results. Collect data that describe the level of student performance on the unit's objectives that can be presented graphically or in a table or chart. Disaggregate data for at least two of the subgroups identified in Factor One (e.g., ESL vs. native speakers). From this data, you will judge the success of the students and your instruction. With reference to instruction, what will be your next steps?

To summarize, you need to prepare (step a) and implement (step b) a *pre-assessment* instrument. You

then need to analyze (step c) the *pre-assessment* data you collected, and eventually address how the process impacted your instruction. You also need to administer at least two *formative assessments* (step d) during your unit and indicate what changes, if necessary, were made in instruction based on the formative assessment. Finally, you need to prepare (step e) and administer (step f) a *post-assessment*, analyze its results, and draw conclusions about the success of your students and your instruction based on the *post-assessment* data.

### ***Pre-assessment and post-assessment issues***

1. The *pre-* and *post-assessments* should specifically measure each of the *TWS objectives* identified in Factor 2 and should be a balanced reflection of items addressing each of those objectives.
2. *Pre-* and *post-assessments* need not be the same but must measure the same *TWS objectives* in the same ways.
3. The *pre-* and *post-assessment* tasks can be different if one uses the same *rubric* to assess achievement.
4. Don't automatically assume that the *post-assessment* has to be used for grading the entire unit.
5. *Pre-* and *post-assessments* can be separate from the assessments given on which student grades for the entire unit are to be based.
6. It is possible to plan for and teach additional *Unit objectives* as noted in Factor 2 and assessed on the *pre-/post-assessments*.

### **As you prepare assessments include the following:**

1. Label assessment items or tasks with *TWS objectives*.
2. Identify correct responses and assign point values.
3. Determine criteria for *mastery*. Include a *rubric* if necessary. (See Scoring Assessments below.)

### **Scoring Assessments**

Assessments that can be scored right/wrong or yes/no may be scored with an answer key, checklist, or anecdotal record. Assessments that can have varying degrees of correctness or quality should be scored with a *rubric* and the *rubric* should be included.

## **I. ASSESSMENT TABLE**

Provide a table (see Example Assessment Plan Table below) outlining your *pre-assessment*, at least 2 *formative assessments* and the *post-assessment* to be administered to each student, all with their applicable *adaptations*. These assessments should measure the progress of students in your class toward all of your *TWS objectives*. List the assessments in the order in which they will be administered.

The assessment table should include:

1. All assessments (*pre-*, *formative*, and *post-* assessments). *Post-assessment* may also be a *summative assessment*.
2. The *TWS objectives* identified in Factor 2.
3. Type of assessments (include a brief description of the assessment and criteria for *mastery*).
4. Assessment *adaptations* for needs identified in Factor 1.

Include as an Attachment a copy of your key for *pre-assessment* and *post-assessment* items/activities. An assessment key can simply be a copy of the assessment with the correct answers provided.



**(IMPORTANT NOTE:** The example table provided below is not an example of a single unit assessment table. The *TWS objectives*, types of assessments, and *adaptations* do not relate to each other, as they will in your table. The sample table was developed to illustrate different types of objectives, assessments, and *adaptations*.)

**EXAMPLE ASSESSMENT PLAN TABLE**

<b>Assessments</b>	<b><i>TWS Objectives</i></b> (Use <i>TWS objectives</i> identified in Factor 2.)	<b>Type of Assessment</b> (Include a brief description and <i>mastery</i> level.)	<b><i>Adaptations</i></b>
<b>1. Pre-assessment</b>	All <i>TWS objectives</i> .	10 multiple choice science questions and checklist for correctly setting up a microscope. <i>Mastery</i> criteria are 8 of 10 correct on the multiple choice and 4 of 5 on set up checklist.	(You should refer to the IEP team identified strategies and <i>adaptations</i> and list those that are applicable to the pre-assessment; see the formative assessments <i>adaptations</i> in the 3 rows below for examples of adaptations you might include here.)
<b>2. Formative Assessment</b>	The student will be able to solve 5 digit subtraction problems.	Example: 10 question worksheet with 8 of 10 correct.	Students with <i>special needs</i> will complete 4 out of 5 questions correctly.
<b>3. Formative Assessment</b>	The student performs a tennis serve with correct form.	Example: perform 10 tennis serves using correct form with 9 of 10 landing in bounds.	Student using wheelchairs will be allowed a decreased distance playing field, lower net height, the use of a drop serve, and a peer for assistance.
<b>4. Formative Assessment (etc.)</b>	The student will be able to perform a musical selection on a clarinet.	Example: Performance of selected music passage with no more than 2 errors.	Using known tunes (Jingle Bells, Happy Birthday) and color coded music sheets, the student will perform a music passage with no more than 4 errors.
<b>5. Post-assessment</b>	All <i>TWS objectives</i> .	Same as pre-assessment.	(You should refer to the IEP team identified strategies and <i>adaptations</i> and list those that are applicable to the pre-assessment; see the <i>formative</i> assessments <i>adaptations</i> in the 3 rows above for examples of adaptations you might include here.)

## **II. ASSESSMENT NARRATIVE**

### **A. Assessment Plan**

The assessment plan should address the following:

- ❖ Validity- Explain how the assessments specifically address each of the goals/objectives.
- ❖ Formative Assessments-The plan demonstrates the use of assessment throughout the instructional sequence that is congruent with the pre/post assessments.
- ❖ Format- Describe why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed.
- ❖ Technology-Explain how technology is used for collecting and analyzing student data, or provides a rational reason for why technology is not used.

### **B. Types of Assessments**

The types of assessments should include the following:

- ❖ The assessment plan should include multiple types of assessments including performance assessments.

- ❖ Describes why you think your test is reliable and valid, and accurately measures cognitive, affective, and psychomotor ability.
- ❖ Explain why you have chosen each of these assessments.

**C. Assessment Challenge**

You should also provide a narrative description which that addressing the following:

- ❖ Describe the degree to which you think the assessments are challenging (i.e., tasks are not simplistic; test can discriminate between students who attain the outcome and those that cannot. Students should not be able to answer correctly if they have missed class, not paid attention, guessed, etc.).
- ❖ Explain special adaptations for special needs students as identified in Factor One (e.g. cognitive, language, developmental, and content).
- ❖ Make sure that information asked on assessment instruments are relevant to material covered during instruction.
- ❖ Do assessments cover essential content and skills from all those addressed during instruction

[Suggested total page length for the **Assessment Plan**: 2 Pages]

# **FACTOR 4 ASSESSMENT PLAN**

<b>Checklist:</b>	<b>The Teacher:</b>	<b>N</b>	<b>Y</b>
	Provides a table describing the assessment plan .....	0	1
	Provides copies with answer keys of the pre and post assessment(s). ....	0	1
<b>Total Checklist Score:</b>		<u>          </u> / 2	

## **Rubric:**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Assessment Plan</b>	No description of the assessment plan was included, or response includes only 1 of the criteria listed in the exemplary section.	Response includes only 2 of the criteria listed in the exemplary section.	Response includes three of the criteria listed in the exemplary section.	<u>Validity</u> -The assessments specifically address each of the objectives. <u>Formative Assessments</u> -The plan demonstrates the use of formative assessments throughout the instructional sequence. <u>Format</u> -Assessment format matches the condition specified in the objectives. <u>Technology</u> -Technology is used for collecting and analyzing student data.	<b>4</b>
<b>Variety of Assessments</b>	The assessment plan includes only one type of assessment..	The assessment plan includes multiple types of assessments but all assessments are pencil/paper based (i.e., they are not performance assessments) <b>and/or</b> do not address the integration of cognitive, affective, and psychomotor ability.	The assessment plan includes multiple types of assessments including performance assessments, but only addresses two components of the integration of cognitive, affective, and psychomotor ability.	The assessment plan includes multiple types of assessments including performance assessments, and requires the integration of cognitive, affective, and psychomotor ability.	<b>4</b>

### FACTOR 4 ASSESSMENT PLAN (CONT.)

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Assessment Challenge</b>	The assessments are overly easy (i.e., requires only simple responses, gives answers away, easy to guess, etc.), Students are able to answer correctly if they have missed class, not paid attention, or they can easily guess, etc.). Additionally, information asked on assessment instruments do not cover essential content and skills from <b>all</b> those addressed during instruction.	One of the Level 4 objectives has been met completely.	Two of the Level 4 objectives have been met.	1. The assessments are challenging (i.e., tasks are not simplistic; test can discriminate between students who attain the outcome and those that cannot. Students should not be able to answer correctly if they have missed class, not paid attention, guessed, etc.). 2. Information asked on assessment instruments are relevant to material covered during instruction. 3. The assessments cover essential content and skills from <b>all</b> those addressed during instruction.	<b>4</b>
<b>Alignment among TWS objectives, instruction and assessment</b>	Does not align <i>TWS objectives</i> , instruction, and assessment. nor are the formative assessments congruent with pre/post assessments.	Aligns some among <i>TWS objectives</i> , instruction, and assessment (i.e. omits alignment of one of the three.) and the formative assessments are not congruent with pre/post assessments.	Aligns most <i>TWS objectives</i> with instruction and assessment. However, not all of the formative assessments are congruent with pre/post assessments.	Aligns all <i>TWS objectives</i> with instruction and assessment and all of the formative assessments are congruent with pre/post assessments.	<b>4</b>
<b>Justification of adaptations</b>	Did not address needed <i>adaptations</i> , nor were justifications provided for why no adaptations were made.	Needed adaptations were addressed but not for all subgroups identified in Factor One, nor were justifications provided for the sub-groups that no <i>adaptations</i> were provided.	Needed adaptations were addressed for all sub-groups or justifications were provided for the those sub-groups for which no <i>adaptations</i> were provided. However, some of the adaptations were not congruent with the student needs.	Needed adaptations were addressed for all sub-groups or justifications were provided for the those sub-groups for which no <i>adaptations</i> were provided. Additionally, all the adaptations were congruent with student needs.	<b>4</b>

**Total Rubric Score: \_\_\_\_\_/ 20**

**Total Score for Factor 3: \_\_\_\_/ 22**

## FACTOR 5: ANALYSIS OF PRE-ASSESSMENT RESULTS AND INSTRUCTIONAL ADJUSTMENTS

**IS#15.** The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.

### I. PRE-ASSESSMENT TABLE AND GRAPH

- ❖ Provide a Pre-Assessment Table outlining the results from your pre-assessment instrument.
- ❖ Provide a *graphic representation* of your pre-assessment data within the text of this section.
- ❖ You may create the table using landscape page formatting if wider columns are needed.
- ❖ See Appendix 3 for samples of the Pre-Assessment Table and graph.
- ❖ Disaggregate data by sub-groups identified in Factor One and/or create sub-groups based on pre-assessment data.

**Pre-Assessment Table**

Student Identification Code	Number Correct	Percentage Correct

### II. INSTRUCTIONAL DESIGN ADJUSTMENTS

- ❖ Copy and paste your Design for Instruction Table (as illustrated below). Add an additional column to describe what instructional adjustments you will make using the pre-assessment/diagnostic assessment data.

**Design for Instruction Table**

Time-line	Learning Objectives	Instructional Activities, including interdisciplinary activities	Assessments	Resources and Technology	Instructional Adjustments based on Pre-Assessment Data
Day 1					
Day 2 Tues. Aug. 30	Edit a paragraph for proper punctuation.	<ul style="list-style-type: none"> <li>• Read <i>Punctuation Takes A Vacation</i> to help students understand the importance of punctuation</li> <li>• Complete a worksheet together that has missing punctuation.</li> </ul>	The students will look for missing punctuation marks in a paragraph on their own.	The book <i>Punctuation Takes A Vacation</i> by Robin Pulver	<p>Pair students who have demonstrated mastery of this skill with students who are struggling for peer tutoring.</p> <p>I will work one-on-one with the group struggling.</p>

### III. ANALYSIS of PRE-ASSESSMENT RESULTS AND INSTRUCTIONAL ADJUSTMENTS

- ❖ What did you learn about the prior knowledge/skills/abilities of the students in your class as individuals and as a whole based on your *pre-assessment data*?
- ❖ *Disaggregation of Data*: What did you learn about the selected subgroups of students (e.g., students who perform similarly on the pre-assessment)? Cite **specific** evidence from the *assessment data* that led you to these conclusions about the class and about the subgroups of students.
- ❖ How did your analysis of the *pre-assessment data* influence how you designed the learning activities for your class as a whole? For the students in your subgroups? Be specific.
- ❖ Describe what *adaptations* (if any) based on contextual information and/or *pre-assessment data*, such as changes you made in the resources you used, or justify why you made no adaptations.

[Suggested total page length for the **Analysis of Pre-Assessment Results and Instructional Adjustments**: 5 page not including attachments]

**FACTOR 5: ANALYSIS OF PRE-ASSESSMENT RESULTS AND INSTRUCTIONAL ADJUSTMENTS**

<b>Checklist:</b>	<b>Analysis of Pre-Assessment Results and Instructional Adjustments</b>	<u>N</u>	<u>Y</u>
	Provides Pre-Assessments Results Table	0	1
	Provides graphic representation of pre-assessment data .....	0	1
	Provides Design of Instruction Table with Adjustments	0	1
		<b>Total Checklist Score</b> ____/ 3	

**Rubric**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Analysis of Pre-Assessment Results Data</b>	The candidate does not analyze the pre-assessment data correctly, or only analyzes the data as it relates to the whole group. Nor is analysis of the pre-assessment results aligned to the objectives.	The candidate analyzes the pre-assessment results data as it relates to the whole group, only part of the subgroups identified in Factor 1, and some the individual students. Analysis of the pre-assessment results is aligned to the objectives However, the candidate does not identify additional sub-groups based on the pre-assessment results	The candidate addresses two of the objectives described in Level 4 completely, but one objective is incomplete or missing.	1.The candidate analyzes the pre-assessment results data as it relates to the whole group, the subgroups identified in Factor 1, and the individual students. 2.Analysis of the pre-assessment results is aligned to the objectives 3.The candidate identifies additional sub-groups based on the pre-assessment results	<b>4</b>
<b>Adaptations based on pre-Assessment results</b>	No adaptations are made based on pre-assessment results, nor does the candidate adequately defend their choice to not make adaptations.	The candidate describes general adaptations based on pre-assessment results but does not link specific adaptations to the whole group, sub-groups, or individual students, nor does the candidate adequately defend their choice to not make adaptations.	The candidate describes specific adaptations based on pre-assessment results linking them to some specific individual students or sub-groups, or adequately defends their choice to not make adaptations. .	The candidate describes specific adaptations based on pre-assessment results linking all of them to specific individual students or sub-group or adequately defends their choice to not make adaptations s.	<b>4</b>

**Total Rubric Score:** \_\_\_\_/8

**Total Score for Factor 4:** \_\_\_\_/11

(Suggested total page length for **Analysis of Pre-Assessment Results and Instructional Adjustments**: 5 pages)

## FACTOR 6: ANALYSIS OF LEARNING AND ASSESSMENT PROCEDURES

**IS#14.** The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.

**IS#15.** The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.

### I. PRE/POST ASSESSMENT TABLE AND GRAPH

- ❖ At the end of the unit's instruction, administer the unit's *post-assessment* and collect student results. Collect data that describe the level of student performance on the unit's objectives. Provide a bar, pie, or line graphic representation of *disaggregation of data*. (A table is not a graphic representation.) This should consist of *pre-assessment* and *post-assessment* data. Disaggregate data for at least two of the subgroups identified in Factor One (e.g., ESL vs. native speakers). Use this data to judge the success of the students and your instruction. With reference to instruction, what will be your next steps?

#### Graphic of Learning Gain Scores

- ❖ Provide a table depicting the pre-post assessments results (see below).
- ❖ Provide a graphic representation showing the comparison between the pre and post assessments as an Attachment.
- ❖ Calculate *learning gain scores* using the learning gain worksheet and submit the worksheet and gain scores as an Attachment (see example attached).

**Pre/Post-Assessment Table**

Student Identification Code	Pre-Assessment Number Correct	Post-Assessment Number Correct	Pre-Assessment Percentage Correct	Post-Assessment Percentage Correct	Learning Gain Scores

### II. ANALYSIS OF LEARNING RESULTS NARRATIVE

#### A. Evaluation of Learning Results

- ❖ Provide a narrative which describes how you monitored student progress with *pre*, *formative*, and *post assessments* data and used your knowledge of student progress in instructional decision-making.
- ❖ Did adjustments made based on the *pre-assessment* and *formative assessments* analysis yield the expected results? Explain?
- ❖ If no adjustments were made based on *formative assessment* results, justify your decision.
- ❖ What did your analysis of the learning results tell you about the degree to which **each** of your learning goal(s) and objective(s) were achieved for your whole class?
- ❖ What did your analysis of the learning results tell you about the degree to which **each** of your learning goal(s) and objective(s) were achieved for each subgroup of students (if applicable).



- ❖ Discuss specific evidence from the pre and post *assessment data* to support your answer.
- ❖ Make sure you address and evaluate the learning of all students.
- ❖ Was the available instructional time adequate to cover all the stated learning goals and objectives?
- ❖ Do the assessment results accurately reflect the degree of learning students demonstrated during the classroom activities? Explain.

**B. Interpretation of student learning:**

- ❖ Conclusions made about the extent to which each of the learning goals were met.
- ❖ Explain the greatest barriers to achieving learning results for whole group, each sub-group, and individual students.

**C. Insights on best practices and assessments as related to students:**

**Using the Instructional Design prompt and rubric, analyze the effects that each of the following had on the success or barriers to student learning.**

- ❖ Student motivation and behavior.
- ❖ Student social interaction and self-motivation.
- ❖ Active engagement of student learning.
- ❖ Base information on current research

**D. Alignment of learning goals with *assessment data*:**

- ❖ Connect learning goals, instruction, and assessment with *assessment data*.

[Suggested total page length for **Analysis of Learning and Assessment Procedures**: 5 pages including attachments]

## FACTOR 6: ANALYSIS OF LEARNING AND ASSESSMENT PROCEDURES

<b>Checklist:</b>	<b>The Teacher:</b>	<b>N</b>	<b>Y</b>
	Presents graphics and data that are easily read and interpreted.....	0	1
	Includes accurate calculations of gain scores in a completed worksheet.....	0	1
		<b>Total Checklist Score: ____/2</b>	

### **Rubric:Analysis of Learning Results**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Analysis of Pre/Post-Assessment Results Data</b>	The candidate does not analyze the pre/post-assessment data correctly, or only analyzes the data as it relates to the whole group. Nor is analysis of the pre/post-assessment results aligned to the objectives.	The candidate analyzes the pre/post-assessment results data as it relates to the whole group, only one of the subgroups identified in Factor 1, and some the individual students. However, the candidate does not analyze the pre/post assessment results for the additional sub-groups identified as a result of the pre-assessment data analysis, Analysis of the pre/post-assessment results is aligned to the objectives	The candidate addresses 4 of the Level 4 areas.	The candidate analyzes the pre/post-assessment results data: 1.As it relates to the whole group, 2. As it relates to the subgroups identified in Factor 1, and 3. As it relates to the individual students, and 4. As it relates to the additional sub-groups based on the pre-assessment results 5. Analysis of the pre-assessment results is aligned to the objectives.	<b>4</b>
<b>Interpretation of Student Learning</b>	Evidence of student learning was provided, but conclusions drawn were not based on the analysis of student learning.	Provides evidence of conclusions based on the analysis of student learning. However, conclusions are too simplistic or superficial.	Provides evidence of appropriate conclusions based on the analysis of student learning. However, the candidate does not provided evidence for why some students or sub-groups did not overcome barriers to achieve learning results.	Provides evidence of appropriate conclusions based on the analysis of student learning and explores multiple hypotheses for why some students or sub-groups did not overcome barriers to achieve learning results.	<b>4</b>

**FACTOR 6: ANALYSIS OF LEARNING AND ASSESSMENT PROCEDURES, CONT.**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable (Minimal Performance)</b>	<b>Acceptable (Standard Performance)</b>	<b>Competent (High Performance)</b>	<b>Exemplary (Exemplary Performance)</b>	
<b>Insights on Best Practices and Assessment</b>	The candidate does not describe the effects that student motivation and behavior, social interaction, self-motivation, or student engagement had on the success or barriers to student learning, nor was a rationale provided for why some activities or assessments were more successful than others provided.	The candidate identifies successful and unsuccessful activities <b>or</b> assessments based on student motivation and behavior, social interaction, self-motivation, and student engagement, but do not explore reasons for their success or lack thereof.	The candidate identifies successful and unsuccessful activities <b>and</b> assessments based on student motivation and behavior, social interaction, self-motivation, and student engagement, but do not explore reasons for their success or lack thereof.	The candidate identifies successful and unsuccessful activities <b>and</b> assessments based on student motivation and behavior, social interaction, self-motivation, and student engagement, but do not explore reasons for their success or lack thereof.	<b>4</b>
<b>Alignment Among Goals, Instruction and Assessment</b>	The candidate does not analyze the alignment or misalignment among goals, instruction, and assessment results.	The candidate analyzes the alignment or misalignment among goals and instruction, but does not include discussion of assessment results.	The candidate analyzes the alignment or misalignment among goals, instruction, and assessment results, but only in general and does not relate information to students or sub-groups.	The candidate analyzes the alignment or misalignment among goals, instruction, and assessment results, but only in general and relates information to students or sub-groups	<b>4</b>

**Total Rubric Score: \_\_\_\_/16**

**Total Score for Factor 6: \_\_\_\_/ 19**

## FACTOR 7: REFLECTION ON TEACHING AND LEARNING

**IS#1.** The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.

**IS#2**The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.

**IS#16.** The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.

You should address the following topics within your reflection:

### A. Impact on Student Learning

- ❖ Select the activities and assessments where your students were most successful. Provide two or more reasons for this success. Consider your *TWS objectives*, instruction, and assessments along with student characteristics and other contextual factors under your control. Be sure your reasons are plausible ones. In addition, select the activities and assessments where your students were least successful. Provide two or more possible reasons for this lack of success. Again, consider your *TWS objectives*, instruction and assessment along with student characteristics and other contextual factors under your control. Be sure your reasons are plausible ones.
- ❖ Explain how your instructional decisions had an impact on student learning including any mid-unit *adaptations* you made.

### B. Implications for future teaching:

- ❖ Discuss what you could do differently or better in the future to improve your students' learning.
- ❖ Identify specific activities needing strengthening, modification, etc., and explain your rationale.

### C. Implications of a Christian Worldview in the learning community

- ❖ Identify how your *disposition* affected the learning community.
- ❖ Identify how your decisions, practices, and actions on others affected the learning community.

### D. Implications for professional development:

- ❖ Reflect on your own abilities and identify what professional knowledge, skills, or dispositions (e.g., attitudes, values, and beliefs) would improve your performance in teaching this unit.
- ❖ Describe at least two personal, professional learning goals that emerged from your insights and experiences as a student teacher/intern while teaching this unit.
- ❖ Identify two specific activities you will undertake to improve your performance in the critical areas you identified.

[Suggested total page length for **Reflection on Teaching and Learning**: 5 pages]

## FACTOR 7 REFLECTION ON TEACHING AND LEARNING

### Rubric

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Impact on Student Learning</b>	The candidate does not describe successful or non-successful activities or assessments, and how his or her decisions impacted student learning. The candidate does not describe how decisions regarding mid-unit adaptation impacted student learning.	The candidate described one successful and one non-successful activity or assessment, and how his or her decisions impacted student learning. However, the candidate does not describe how decisions regarding mid-unit adaptation impacted student learning. Statements on impacting student learning were plausible.	The candidate described only one successful and one non-successful activity or assessment, and how his or her decisions impacted student learning. Additionally, the candidate described how decisions regarding mid-unit adaptation impacted student learning. Reasons given were plausible.	The candidate described: 1. Two successful activities or assessments 2. Two non-successful activities or assessments 3. How his or her decisions impacted student learning. 4. How decisions regarding mid-unit adaptation impacted student learning. 5. Reasons given were plausible.	<b>4</b>
<b>Implications for Future Teaching</b>	The candidate does not address any of the objectives listed in Level 4.	The candidate identified at least one of the objectives listed in Level 4.	The candidate identified two of the three objectives listed in Level 4.	The candidate identified: 1. Teaching strategies needing strengthening or modifications 2. Appropriate ideas for redesigning instruction. 3. Connection to his/her improvements having a positive impact on student learning.	<b>4</b>
<b>Implication of a Christian Worldview in the Learning Community</b>	The candidate addressed implications of a Christian Worldview but provides no description of the effect of his or her disposition, decisions, practices, or actions on the learning community.	The candidate provided a description of the effect of his or her disposition, decisions, practices, or actions on the learning community, but does not address it from a Christian Worldview.	The candidate provided a description of the effect of his or her disposition, decisions, practices, or actions on the learning community, from a Christian Worldview, but does not include implications for self change.	The candidate provided a description of the effect of his or her disposition, decisions, practices, or actions on the learning community, from a Christian Worldview, and includes implications for self change	<b>4</b>

Italicize

**FACTOR 7: REFLECTION ON TEACHING AND LEARNING (CONT.)**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Score</b>
	<b>Unacceptable</b> (Minimal Performance)	<b>Acceptable</b> (Standard Performance)	<b>Competent</b> (High Performance)	<b>Exemplary</b> (Exemplary Performance)	
<b>Implications for Professional Development</b>	The candidate provided implications for professional development; however no goals are included in the discussion, or are the insights and experiences based on information provided in this section.	The candidate presented professional development goals, which are either vague or not strongly related to the insights and experiences described in this section	The candidate presented one professional development <i>goal</i> that clearly emerges from the insights and experiences described in this Factor and describes at least one activity to meet the goal <b>or</b> presents two professional development <i>goals</i> that clearly emerge from the insights and experiences described in Factor but no activity is describe to meet each goal.	The candidate presented at least two professional development <i>goals</i> that clearly emerge from the insights and experiences described in this Factor and describe at least one activity to meet each goal.	<b>4</b>

**Total Score for Rubric: \_\_\_\_\_ / 16**

**Total Score for Factor 7: \_\_\_\_\_ / 16**

**APPENDIX A**  
**CONTEXTUAL INFORMATION FORM**

## CONTEXTUAL INFORMATION SHEET

**Please indicate:**

Semester (Fall or Spring)\_\_\_\_\_ Year: 20\_\_\_\_\_

Your certification/licensure level (check all that apply):

\_\_\_\_\_ Early Childhood (Birth - Grade 3)                      \_\_\_\_\_ Secondary (Grades 6 - 12)  
\_\_\_\_\_ Elementary (Grades K - 6)                      \_\_\_\_\_ Dual (Elem. and Secondary, Grades PK - 12)  
\_\_\_\_\_ Middle School (Grades 5 - 8)

Your certification/licensure area(s) (check all that apply):

_____ Art	_____ Lang. Arts, Middle Level	_____ Physics
_____ Biology	_____ French	_____ Psychology
_____ Business	_____ Health	_____ Science, General
_____ Chemistry	_____ Journalism	_____ Science, Middle Level
_____ Early Childhood Ed.	_____ Mathematics	_____ Social Studies-Middle Level
_____ Early Child., handicap	_____ Mathematics, Middle Level	_____ Social Studies
_____ Earth-Space Science	_____ Music	_____ Spanish
_____ Elementary	_____ Physical Education	_____ Speech and Theatre
_____ Language Arts	_____ Physical Science	_____ Other: _____
_____ ESOL		

Identify the course, unit content area, (e.g., “Language Arts,” “Biology,” “Math,” Social Science,” etc.), and grade level(s) of your Teacher Work Sample.

Course \_\_\_\_\_ Content Area \_\_\_\_\_

The grade(s)/level of students in your classroom (check all that apply):

_____ Preschool	_____ 4 <sup>th</sup> Grade	_____ 9 <sup>th</sup> Grade
_____ Kindergarten	_____ 5 <sup>th</sup> Grade	_____ 10 <sup>th</sup> Grade
_____ 1 <sup>st</sup> Grade	_____ 6 <sup>th</sup> Grade	_____ 11 <sup>th</sup> Grade
_____ 2 <sup>nd</sup> Grade	_____ 7 <sup>th</sup> Grade	_____ 12 <sup>th</sup> Grade
_____ 3 <sup>rd</sup> Grade	_____ 8 <sup>th</sup> Grade	



Please note: Some of the following information must be obtained directly from the teacher or the school's administrator(s)

**A. Class/Classroom Information**

Grade levels in class (List all that apply.) \_\_\_\_\_

Ages in class (List all that apply.) \_\_\_\_\_

Number of students enrolled in class \_\_\_\_\_

Number of students typically present \_\_\_\_\_

Time available each day to teach all students (in this class) \_\_\_\_\_

How would you rate the overall socio-economic status represented in classroom? (Provide approximate percentages of students that represents each category.)

Upper class \_\_\_\_\_

Middle class \_\_\_\_\_

Lower class \_\_\_\_\_

Ethnicity(ies)/Cultures represented (please specify):

<u>Ethnicity</u>	<u>Number of Students</u>
African American	_____
Asian	_____
Hispanic	_____
Caucasian	_____
Pacific Islander	_____
Other	_____

Gender make-up:

Number of males \_\_\_\_\_

Number of females \_\_\_\_\_

Number of students who perform at the following levels:

Below grade level \_\_\_\_\_

At grade level \_\_\_\_\_

Above grade level \_\_\_\_\_

If students are above or below grade level, identify the different grade levels represented.

Teaching interruptions (ex. frequent intercom messages, student, parents, or teachers who enter class etc.):

Few	_____
Some	_____
Many	_____

**B. Resources (equipment and supplies) available for this class (Mark all that apply.)**

Overhead/Elmo projector	_____
Number of computer(s)	_____
Video projector	_____
Phone/intercom	_____
TV	_____

Please list additional resources (ex. maps, lab equipment, manipulatives, reading resources, etc.—please list):

**C. Personnel resources available to you (Indicate all that apply.)**

Instructional assistants(s)	_____
Peer (student) tutors	_____
Parent volunteers	_____
Resource Teachers (describe)	_____
Other (describe)	_____

**D. Individual Differences**

Number of ESL students in class \_\_\_\_\_  
(Students can speak basic or broken English, however, their primary language is NOT English)

Number of non-English speaking students \_\_\_\_\_  
(Students who do not speak English at all)

Number of students in class with IEP's \_\_\_\_\_  
(Students who have an Individualized Education Plan on file with the teacher or school)

Number of identified 504 students in class \_\_\_\_\_  
(Students who have been officially tested and are physically or mentally impaired in some fashion)

Number of identified gifted students in class \_\_\_\_\_

**E. Number of students in pull-out or supplementary programs**

Title I \_\_\_\_\_  
Gifted \_\_\_\_\_

Other (please list, for example: remedial reading, math, etc.)

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**F. Please briefly describe the school's immediate community:**

Population (city or town) \_\_\_\_\_

Please list major industry(ies) (ex. oil, farming, steel mills, technology, automotive, etc.):

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Please list major employer(s) (ex. American Airlines, IBM, Wal-Mart, etc.)

---

Students in your classroom mostly from:

Rural areas \_\_\_\_\_  
Urban areas \_\_\_\_\_  
Suburban areas \_\_\_\_\_

Describe the school district:

Number of elementary schools \_\_\_\_\_  
Number of junior high or middle schools \_\_\_\_\_  
Number of high schools \_\_\_\_\_  
Other types of school configurations \_\_\_\_\_  
(i.e. 4<sup>th</sup> & 5<sup>th</sup> grade centers, etc.)

Are there any of the following in your community? (Mark all that apply):

Community Colleges \_\_\_\_\_  
Career Technology schools \_\_\_\_\_  
Colleges or University \_\_\_\_\_

**APPENDIX B**  
**INSTRUCTIONS FOR LEARNING GAIN SCORES**

## APPENDIX B: SAMPLE LEARNING GAIN SCORES CALCULATION

You must calculate a *learning gain score* using percentages for each individual student. Once you have figured every student's *gain score*, you must calculate the average *gain score* for the entire class as a whole.

### Formula using percentage scores

**Formula:** 
$$\frac{(Post\text{-}assessment - Pre\text{-}assessment)}{(100\% - Pre\text{-}assessment)}$$

#### Interpretation

You are dividing the actual gain (numerator) by the potential gain (denominator). You are calculating how much the student gained out of the total possible that they could have gained from pre to *post-assessment*.

where: *Pre-assessment* is the **percent correct** on pre-unit assessment

*Post-assessment* is the **percent correct** on the post unit assessment

### Example using percentage scores when a student score is higher on the *post-assessment* than on *pre-assessment*

Ex. for student #1 below:

$$\frac{70 - 45}{100 - 45} = \frac{25}{55} = .45$$

#### Interpretation

Student #1 demonstrated a gain of 25 percentage points out of a potential 55 percentage points that could have gained. Thus, Student #1 gained .45 (or 45%) of the possible percentage points they could have gained from pre to *post-assessment*.

### Example using percentage scores when a student score is higher on the *pre-assessment* than on *post-assessment*

Ex. for student #2 below:

$$\frac{50 - 75}{100 - 75} = \frac{-25}{25} = -1.00$$

#### Interpretation

Student #2 could have gained up to 25 percentage points, but instead lost 25 percentage points (or 100%) of what could have been gained.

Student #	Pre-Assessment Score	Post-Assessment Score	Individual Student Gain Score	(note: scores below are percentages, not raw scores)
1	45%	70%	.45	
2	75%	50%	-1.00	
3	60%	80%	.50	
4	40%	40%	.00	
5	65%	70%	.14	
6	90%	95%	.50	
7	53%	59%	.13	
8	60%	90%	.75	
9	40%	95%	.92	
10	42%	45%	.05	
11	58%	88%	.71	
12	24%	30%	.08	
13	45%	89%	.80	
GROUP AVERAGE GAIN SCORE			.31	(or a 31% average learning gain for the entire class)

\* There is only one exception to calculating *gain scores* that does not fit the above calculations. If a student scores 100% on the *pre-assessment*, then you **must** record 99 for the *pre-assessment* score. **And** if the same student scores a 100 on the *post-assessment*, you must also enter a 99 for the *post-assessment* score.

### Formula using raw score

Maximum score for this example is 50 points.

**Formula:** 
$$\frac{(Post\text{-}assessment - Pre\text{-}assessment)}{(Maximum\ score^* - Pre\text{-}assessment)}$$

#### Interpretation

You are dividing the actual gain (numerator) by the potential gain (denominator). You are calculating how much the students gain out of the total possible that they could have gained from pre to *post-assessment*.

Where: *Pre-assessment* is the **raw/actual score** on pre-unit assessment  
*Post-assessment* is the **raw/actual score** on the post unit assessment

### Example using raw scores when a student score is higher on the post-assessment than on pre-assessment

Ex. for student #2 below:

$$\frac{40 - 35}{50 - 35} = \frac{5}{15} = 0.33$$

Thus,

Interpretation  
Student #1 demonstrated a gain up of 5 points out of a potential 15 points that could have been gained.  
Student #1 gained .33 (or 33%) of the possible points that could have been gained from pre to *post-assessment*.

### Example using raw scores when a student score is higher on the pre-assessment than on post-assessment

Ex. for student #2 below:

$$\frac{41 - 45}{50 - 45} = \frac{-4}{5} = -0.80$$

Interpretation  
Student #2 could have gained 5 points, but instead lost 4 points (or 80%) of what could have been gained.

Student #	Pre-Assessment Score	Post-Assessment Score	Individual Student Gain Score
1	35	40	0.33
2	45	41	-0.80
3	45	50	1.00
4	40	40	0.00
5	35	40	0.33
6	30	45	0.75
7	43	50	1.00
8	20	40	0.67
9	41	45	0.44
10	42	45	0.38
11	38	48	0.83
12	24	30	0.23
13	45	49	0.80
GROUP AVERAGE GAIN SCORE			0.46 (or a .46 average learning gain for the entire class)

\* There is only one exception to calculating *gain scores* that does not fit the above calculations. If a student gets the maximum raw score (50 in this example) on the *pre-assessment*, then you **must** record a number one point less than maximum score (49 in this example) for the *pre-assessment* score. **And** if the same student gets the maximum on the *post-assessment*, you must also enter one point less than maximum raw score (49 in this example) for the *post-assessment* score.

**APPENDIX C**  
**GLOSSARY OF TERMS**

## APPENDIX C: A GLOSSARY OF TERMS

*For the purpose of the Teacher Work Sample methodology, the following terms have these definitions:*

**Academic Performance and Achievement:** Information about previous student performance that could be used to plan instruction (e.g., grades, standardized tests, cumulative folder, anecdotal records, etc.).

**Active Inquiry:** A teaching/learning strategy in which the students are active in the pursuit of knowledge. They are asking questions, researching, and answering their own and each other's questions. The candidate is a facilitator and guide but not the chief instructional agent. The use of inquiry does not have to be in every lesson, but it should occur often enough that it is a dominant instructional component of the unit.

**Adaptations:** Those adjustments in preparation and delivery of instruction and monitoring the learning environment that are made by a candidate to meet the special learning needs of any students. It also includes adjustments deemed necessary by the candidate to provide fair treatment of students during the assessments of learning.

**Affective domain:** Includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, cooperation, motivations, and attitudes.

**Appropriate Rationale** (*for doing or not doing something that is addressed in the rubric*): A statement or description of educationally defensible reasons for not using a device or method called for in the rubric. The statement may also be used to explain why the candidate is doing something differently than what is called for in the rubric. To be complete, the rationale should include a statement of how the candidate's decision(s) will impact intended outcomes and their achievement together with a description of the learning benefits of the choice(s) that the candidate has made.

**Classroom Environment:** Information related to issues of culture, safety, classroom management, physical environment, and socio-personal interaction that have potential to influence the learning environment.

**Cognitive Domain:** Involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

**Collaboration:** The deliberate use by the candidate of educational strategies that require students to work together in pairs or other groupings to solve problems, accomplish tasks, or to achieve learning goals. Collaboration may include, but is not limited to, formal cooperative learning strategies.

**Common Core Standards:** The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. <http://www.corestandards.org/>

**Communication:** Generally the sharing of meaning through the spoken and written word (also see “*nonverbal communication*”)



**Community:** Information about the school district or city/town as well as the attendance center that defines the community of learners in the school or classroom. Such information should focus on definitive student characteristics to which the candidate ought to pay attention and use in planning and delivering instruction in order to help all students achieve the *unit goals*.

**Context Data:** The “Contextual Information” characteristics that are narrated in Factor One, (e.g., ethnic, gender, SES, special needs, varying developmental levels, varying intellectual/academic performance levels, emotional and/or behavioral deviations, etc.).

**Critical Thinking/Problem Solving:** Critical thinking/problem solving requires higher cognitive processing (e.g., using information in new ways, analyzing information/concepts and/or breaking into sub-parts or sub-concepts, making evaluations and judgments supported by *appropriate rationales*, creating new constructs, processes or products, etc.). Students are not to perform tasks which rely simply on rote learning, list making, recitation, or on simplistic manipulation of numbers, facts, or formulae.

**Developmental Characteristics:** Objectives, assessments, and activities should be aligned with the skills, abilities, maturity, as well as the intellectual and emotional or behavioral characteristics of the typical student at the grade or level at which one is teaching. Deviations from providing instruction at the expected developmental level of a particular grade should be explained and documented as to rationale.

**Diagnostic Assessment/Pre-assessment:** The measurement of student ability, skills, or knowledge before formal instruction has occurred. Such an assessment determines students’ previous knowledge in order to prepare or adjust objectives appropriately and sets a baseline for the measurement of student achievement.

**Disaggregation of Data:** Organizing and reporting data from the pre-assessment and/or post-assessment to show the achievement (learning gain) for subgroups present in the classroom (ESL v. native speakers, males v. females, identified students v. non-identified students, low achievers on the *pre-assessment* v. those who did better, racial or ethnic groups v. majority, etc.).

**Domain:** Categories of learning, including cognitive domain, affective domain, and psychomotor domain.

**Environmental Factors:** Circumstances or conditions in the school, the district, the community and/or the classroom that might affect the students and their learning. For example, school practices, district policies or regulations, transience in the community, physical attributes of the classroom, etc.

**Formative Assessment:** Those assessments of student performance, formal or informal, done during the unit to give both the candidate and the student feedback regarding learning and the possible need for either enrichment or remediation.

**Gain Score:** The difference between pre- and post- assessment scores (same as *Learning Gain Score*).

**Goals:** General learning standards or outcomes. Goals are supported by more specific learning objectives.

**High Level Objectives:** See *Low, Middle, and High Level Objectives*.

**Integration:** The candidate has the knowledge and ability to import appropriate content, information or processes from other disciplines (subjects) as a means of expanding student thinking, and/or understanding and showing relation and relevance between subject fields i.e., a social studies candidate integrates math skills into a geographic map lesson, an English candidate incorporates history lessons into a Renaissance Literature unit, an elementary

candidate integrates math, science, social studies, and language arts into a unit.

**Knowledge Objective:** For the purposes of the TWS, a lower level knowledge objective requires students to define, list, memorize, name, recall, recognize, recite or record. Higher knowledge level objectives may involve student comprehension where students demonstrate that they understand the meaning of what they have learned by describing, distinguishing between, discussing, explaining, expressing, identifying, locating, or reporting.

**Learner-centered Instruction:** Classroom learning activities in which the learner and not the candidate is the center of focus. The candidate may serve as facilitator but not as presenter or director. The student works independently or in a small group that is in charge of the learning sequence, timing, goal setting, and production of evidence of learning.

**Learning Context:** Information about the school, community, or individual students that should impact the manner in which the candidate plans, executes, and assesses learning for all students in the class.

**Learning Gain Score:** The difference between *pre-* and *post-assessment* scores.

**Low Level Objectives:** See *Low, Middle, and High Level Objectives*.

**Low, Middle, and High Level Objectives:** When Bloom (1956) originally presented his taxonomy, he described six cognitive objectives as hierarchically arranged from low-level (knowledge, comprehension) to middle level (application, analysis) to high level (synthesis, evaluation), with higher-level objectives building on the lower ones. Bloom's cognitive objectives can be used when planning assessments. True/false, matching, multiple-choice, and short answer items are often used to assess knowledge and comprehension (low-level objectives). Portfolios, student work products, and projects are especially good for assessing application, analysis (middle level objectives). Essay questions, class discussions, position papers, and debates are especially good for assessing synthesis, and evaluations (high level objectives). For middle and high level objectives, however, the determination of the level is not so much on the type of assessment but on the specific expectation of the student (e.g., a project or an essay question could fit either level).

**Nonverbal Communication:** The use of positive nonverbal strategies could include, but is not limited to the following: using hand or body movements to understanding, showing answers, using hands up or nodding, using eye contact, smiling, using hand gestures to indicate, for example, "Good job!" These nonverbal strategies fall generally into the categories of active listening use of positive body language and will complement such things as paying attention, facing the speaker, etc.

**Nonverbal Communication Between and Among Students:** Sharing of meaning through communication channels other than the spoken word that are used in student-to-student interaction or exchanges; nonverbal communication includes physical appearance (such as a t-shirt with an inappropriate quotation or multiple body piercings), gesture and movement (such as slouching or friendly hand wave), face and eye behavior (such as averting eye contact or a frown/smile/smirk), use of time (such as promptness or being perpetually tardy), vocal behavior (such as sarcasm or a fast rate of speech), touch, and the way we use the personal space and environment around us (see also "communication").

**Mastery:** Meets the minimum level of competency set for an objective.

**Middle Level Objectives:** See *Low, Middle, and High Level Objectives*.

**Post-assessment/Summative Assessment:** An assessment of student performance made at the conclusion of

instruction which, when compared with the pre-assessment will define the student's gain in learning. Both pre- and post-assessments must use the same assessment device or at least use the same rubric or observation device to score performance.

**Pre-assessment/Diagnostic Assessment:** The measurement of student ability, skills, or knowledge before formal instruction has occurred. Such an assessment determines students' previous knowledge in order to prepare or adjust objectives appropriately and sets a baseline for the measurement of student achievement.

**Psychomotor Domain:** Includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

**Reading:** Understanding the communication of written ideas through skills taught by every candidate across the curriculum. Every candidate should reinforce important reading skills by incorporating them into instruction every day. Some teaching strategies include vocabulary building; using content-based reading material to help students identify main ideas and supporting information; providing questions to generate interest in a reading passage; and many developed systems to teach reading skills such as QAR, SQ3R, and KWL, which all involve questioning and reviewing.

**Reasoning Objective:** A reasoning objective requires students to analyze, synthesize and/or make judgments about (evaluate) information, knowledge and ideas. Students analyze, calculate, compare, criticize, differentiate, examine, create, organize, propose, compose, appraise, assess, and evaluate.

**Rubric:** An assessment tool that defines the quality of performance as well as identifying skills, knowledge, or concepts possessed by the student.

**Skill/Performance Objective:** A skill objective requires students to apply the information that they have learned. Students apply, demonstrate, illustrate, practice, translate, interpret or dramatize. Lower skill objectives may require students to reproduce simple behaviors. Higher skill objectives are more authentic and require students to synthesize skills or apply a skill in a novel situation.

**Post-assessment/Summative Assessment:** The measurement of student ability, skills, or knowledge at the conclusion of formal instruction. Such an assessment is comprehensive in nature, provides accountability, and when compared with the pre-assessment, defines the student's gain in learning. Both pre- and post-assessments must use the same assessment device or at least use the same rubric or observation device to score performance.

**Pre-assessment/Diagnostic Assessment:** The measurement of student ability, skills, or knowledge before formal instruction has occurred. Such an assessment determines students' previous knowledge in order to prepare or adjust objectives appropriately and sets a baseline for the measurement of student achievement.

**Special Needs:** A description of students with special needs should not be limited to IEP's. Students with social, familial, emotional, cognitive, language and/or other needs should also be addressed. Students who are functioning below grade level or who have difficulty in reading could be included in the special needs area.

**Summative Assessment/Post-assessment:** The measurement of student ability, skills, or knowledge at the conclusion of formal instruction. Such an assessment is comprehensive in nature, provides accountability, and when compared with the pre-assessment, defines the student's gain in learning. Both pre- and post-assessments must use the same assessment device or at least use the same rubric or observation device to score performance.

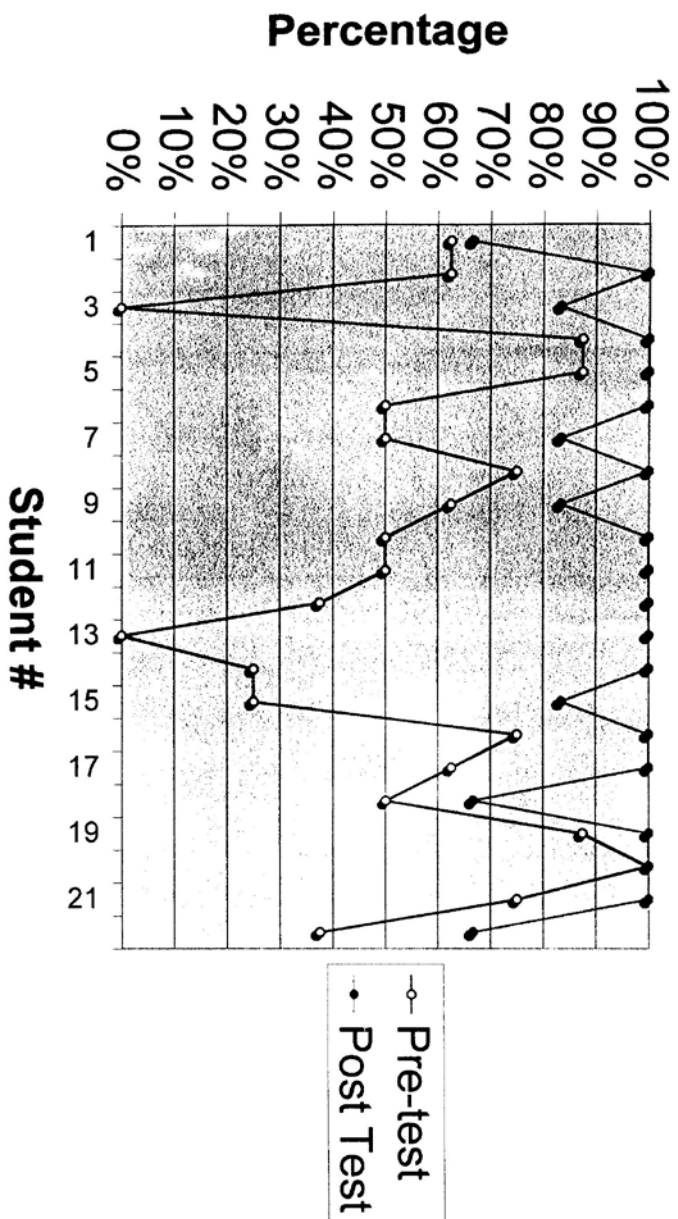
**Technology:** For the use of the Teacher Work Sample, technology includes a wide range of technological tools that a candidate can use to enhance instruction such as audio-visual devices, overhead projector, computers, calculators, adaptive technology, robotics, etc.

**Unit Goals:** The set of primary goals set by the candidate to guide the learning. The unit goals are stated in terms of student performance. They may be supported by lessons that further subdivide the goal into its subordinate tasks.

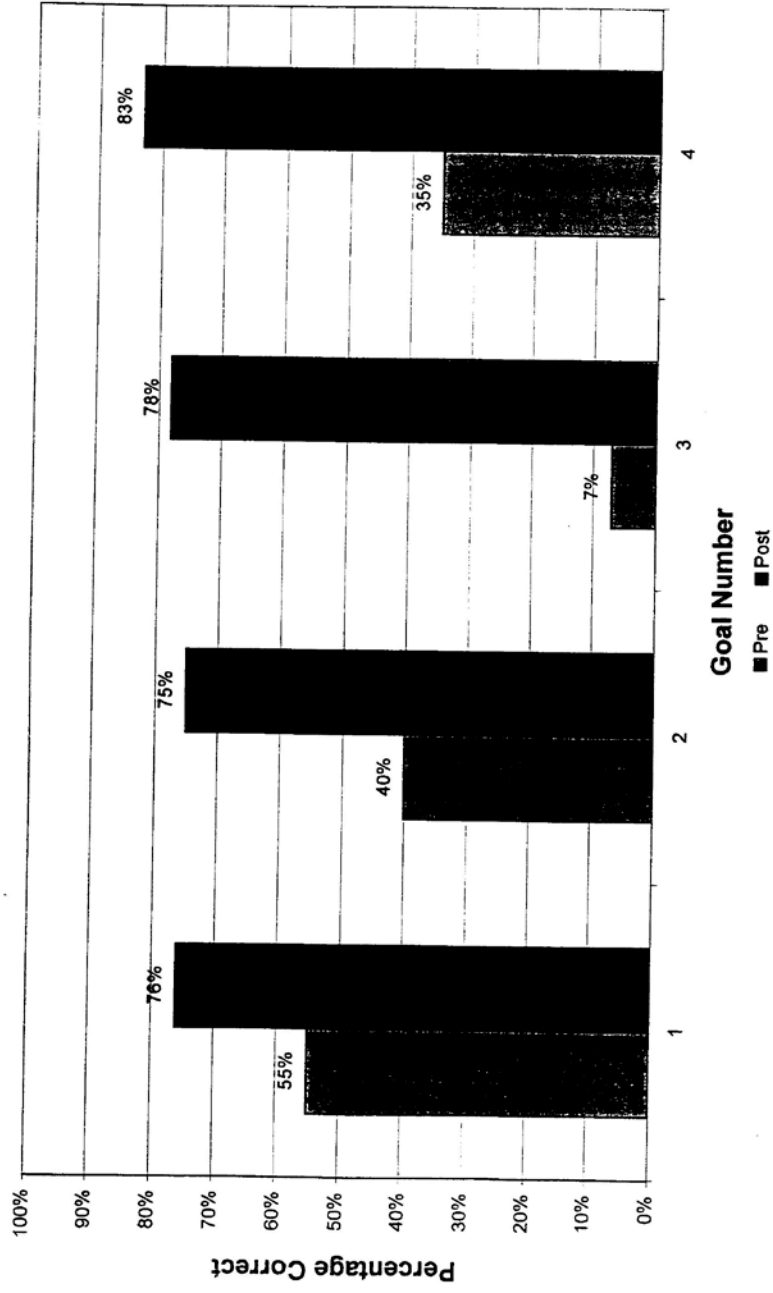
**Unit Objectives:** The full set of student learning objectives developed for the entire unit (see also *TWS objectives*).

**APPENDIX D**  
**GRAPHIC REPRESENTATION SAMPLES**

# Learning Goal 1



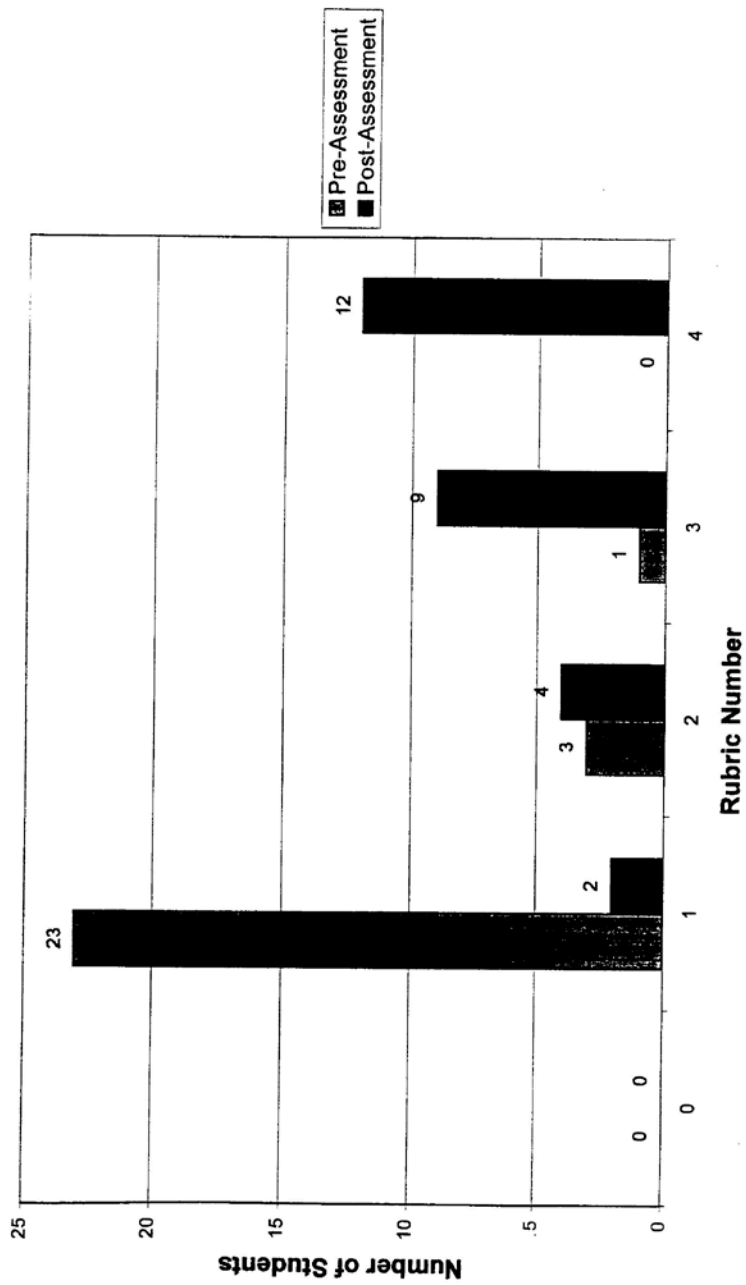
# Whole Class Analysis



1-3871

A-1

# Pre-Assessment Vs. Post-Assessment





**APPENDIX E**  
**COVER PAGE**

# COVER PAGE

## ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION TEACHER WORK SAMPLE: ANALYSIS OF STUDENT LEARNING

**CANDIDATE'S NAME:** \_\_\_\_\_

**DATE SUBMITTED:** \_\_\_\_\_

**NAME OF SCHOOL:** \_\_\_\_\_

**CONTENT AREA:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**TWS NUMBER:** \_\_\_\_\_ (TO BE FILLED IN BY STAFF)

**APPENDIX F**  
**SCORING SHEET**

**ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION**  
**TWSM SCORING SHEET**

**Name:** \_\_\_\_\_ **TWSM ID#** \_\_\_\_\_

**Content Area:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Scorer:** \_\_\_\_\_

<p><b><u>Factor 1: Contextual Information</u></b></p> <p><u>Checklist:</u> (0-1)</p> <p>Complete Contextual Information Sheet _____</p> <p><b>Total Checklist Score (7 poss):</b> _____</p> <p><u>Rubric:</u> (0-4)</p> <p>Specificity _____</p> <p><b>Total Rubric Score (4 poss):</b> _____</p> <p><b>Total Score for Factor 1 (5 poss):</b> _____</p>	<p><b><u>Factor 2: Unit Learning Goals</u></b></p> <p><u>Checklist:</u> (0-1)</p> <p>Aligned with National, Oklahoma P.A.S.S. Objectives, Common Core and/or District Standards _____</p> <p>Correctly Labeled _____</p> <p>TWS Objectives identified _____</p> <p><b>Total Checklist Score (3 poss):</b> _____</p> <p><u>Rubric:</u> (0-4)</p> <p>Low level Cognitive, Affective, Psychomotor Objectives _____</p> <p>Mid level Cognitive, Affective, Psychomotor Objectives _____</p> <p>High level Cognitive, Affective, Psychomotor Objectives _____</p> <p>Developmentally Appropriate _____</p> <p><b>Total Rubric Score (16 poss):</b> _____</p> <p><b>Total Score for Factor 2 (19 poss):</b> _____</p>	<p><b><u>Factor 3: Instructional Design</u></b></p> <p><u>Checklist:</u> (0-1)</p> <p>Developmentally Appropriate _____</p> <p>Use of Contextual Information _____</p> <p>Use of Assessments _____</p> <p>Instructional Design Table _____</p> <p><b>Total Checklist Score (4 poss):</b> _____</p> <p><u>Rubric:</u> (0-4)</p> <p>Multiple Learning Strategies _____</p> <p>Adaptations _____</p> <p>Active Inquiry _____</p> <p>Collaboration Instructional groups _____</p> <p>Technology _____</p> <p>Student Environment _____</p> <p>Alignment of Goals, Objectives, and assessments _____</p> <p><b>Total Rubric Score (28 poss):</b> _____</p> <p><b>Total Score for Factor 3 (32 poss):</b> _____</p>	<p><b><u>Factor 4: Assessment Plan</u></b></p> <p><u>Checklist:</u> (0-1)</p> <p>Provides Assessment Table _____</p> <p>Copies of Pre &amp; Post Assessment(s) _____</p> <p><b>Total Checklist Score (2 poss):</b> _____</p> <p><u>Rubric:</u> (0-4)</p> <p>Assessment Plan _____</p> <p>Variety of Assessments _____</p> <p>Assessment Challenge _____</p> <p>Alignment of Goals, Objectives, and assessments _____</p> <p>Justifications of Adaptations _____</p> <p><b>Total Rubric Score (20 poss):</b> _____</p> <p><b>Total Score for Factor 4 (22 poss)</b> _____</p>
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**ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION  
TWSM SCORING SHEET**

**Name:**\_\_\_\_\_ **TWSM ID#**\_\_\_\_\_

**Content Area:**\_\_\_\_\_ **Grade:**\_\_\_\_\_

**School:**\_\_\_\_\_ **Scorer:**\_\_\_\_\_

<p><b><u>Factor 5: Analysis Pre-Assessment &amp; Instructional Adjustments</u></b></p> <p><u>Checklist:</u> (0-1)</p> <p>Pre-Assessment Results Table _____</p> <p>Graph representation of data _____</p> <p>Provides Design of Instruction Table With Adjustments _____</p> <p><b><i>Total Checklist Score (3 poss):</i></b> _____</p> <p><u>Rubric:</u> (0-4)</p> <p>Analysis of Pre-Assessment Data _____</p> <p>Adaptations based on Pre-Assessment Data _____</p> <p><b><i>Total Rubric Score (8poss):</i></b> _____</p> <p> <b><i>Total Score for Factor 5 (11 poss):</i></b> _____</p>	<p><b><u>Factor 6: Analysis of Learning and Assessment Procedures</u></b></p> <p><u>Checklist:</u> (0-1)</p> <p>Presents graphics _____</p> <p>Accurate Calculations of gain scores _____</p> <p><b><i>Total Checklist Score (2 poss):</i></b> _____</p> <p><u>Rubric:</u> (0-4)</p> <p>Analysis of Pre/Post Assessment Data _____</p> <p>Interpretation of Student Learning _____</p> <p>Insights on Best Practices and Assessment _____</p> <p>Alignment Among Goals, Instruction and Assessment _____</p> <p><b><i>Total Rubric Scores (16poss):</i></b> _____</p> <p> <b><i>Total Score for Factor 6 (18poss):</i></b> _____</p>	<p><b><u>Factor 7: Reflection on Teaching and Learning</u></b></p> <p>No Checklist for Factor 7</p> <p><u>Rubric:</u> (0-4)</p> <p>Impact on Student Learning _____</p> <p>Implications for Future Teaching _____</p> <p>Implication of a Christian Worldview in the Learning Community _____</p> <p>Implications for Professional Development _____</p> <p> <b><i>Total Rubric Score ( 16 poss):</i></b> _____</p> <p> <b><i>Total Score for Factor 7 (16 poss)</i></b> _____</p>
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Three Points for spelling and grammar \_\_\_\_\_/3

**TOTAL POSSIBLE ORU WORK SAMPLE SCORE (Out of 123)**