



University of the Virgin Islands
School of Education
Bachelor Education
Inclusive Early Childhood Education
Spring 2017

Impact on Student Learning-Teacher Work Sample (TWS); n=1

1-TEACHING CONTEXT SCORING GUIDE

Rating → Indicator ↓	Proficient	Developing	Unacceptable
1-A School Community Characteristics	Candidate displays a comprehensive understanding of the characteristics of the community, district, school that may affect learning. 1	Candidate displays some knowledge of the characteristics of the community, district and school, that may affect learning.	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, district and school.
1-B Classroom Characteristics	Candidate displays a comprehensive understanding of the characteristics of the classroom that may affect learning. 1	Candidate displays some knowledge of the characteristics of the classroom that may affect learning	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the classroom.
1-C Student Characteristics	Candidate displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. 1	Candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).
1-D Instructional Implications	Candidate provides specific implications for instruction and assessment based on student individual differences and community, district, school, and classroom characteristics.	Candidate provides general implications for instruction and assessment based on student individual differences and community, district, school, and classroom characteristics. 1	Candidate does not provide implications for instruction and assessment based on student individual differences and community, district, school, and classroom characteristics OR provides inappropriate implications.

2-CURRICULUM GOALS AND CONTENT SCORING GUIDE

Rating → Indicator ↓	Proficient	Developing	Unacceptable
2-A Unit Goals	All of the learning objectives are explicitly aligned Common Core standards or other standards used by the VI Department of Education. 1	Most learning objectives are aligned with Common Core standards or other standards used by the VI Department of Education.	Learning objectives are not aligned with Common Core standards or other standards used by the VI Department of Education.
2-B Student Learning Outcomes	All learning objectives are significant, challenging, varied, and reflect the big ideas. All objectives reflect several types or levels of learning.	Most learning objectives are significant, challenging, varied, and reflect the big ideas. Most objectives reflect several types or levels of learning. 1	Learning objectives are not significant, challenging, or varied. Objectives reflect only one type or level of learning.
2-C Alignment	The student learning outcomes (goals) align with Common Core Standards or other standards used by the VI Department of Education.	Some student learning outcomes (goals) are not aligned with the Common Core Standards or other standards used by the VI Department of Education. 1	The student learning outcomes (goals) are not aligned with the Common Core Standards or other standards used by the VI Department of Education.
2-D Content Scope and Sequences	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals. 1	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	The lessons within the unit are not logically organized organization (e.g., sequenced).
2-E Appropriateness	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and cultural background of student. 1	Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and cultural background of student.	Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; and cultural background of student.

3-ASSESSMENT PLAN SCORING GUIDE

Rating → Indicator ↓	Proficient	Developing	Unacceptable
3-A Pre-, Formative, and Post Assessments	The plan includes a pre-, formative, post-assessment and multiple assessment modes (including performance assessments, reports, projects, etc.) and assesses student performance throughout the instructional sequence that measures student growth for each learning goal.	The assessment plan includes a pre-, formative, post- and multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability. 1	The assessment plan does not does not assess students before, during, and after instruction and only include one mode.
3-B Alignment with Common Core Standards.	The assessment method aligns with the Common Core Standards or other standards used by DOE. 1	Some assessment methods align with the Common Core Standards or other standards used by DOE.	Methods of assessment lack alignment with the Common Core Standards or other standards used by DOE.
3-C Alignment with Level of Learning	All items are aligned with various levels of thinking used by Bloom’s Taxonomy of the identified learning goal. 1	Some items are aligned with various levels of thinking used by Bloom’s Taxonomy of the identified learning goal.	Items are not aligned with various levels of thinking used by Bloom’s Taxonomy of the identified learning goal.
3-D Performance Criterion	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students. 1	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.
3-E Adaptations Based on Student Need	Adaptations are made to assessments that are appropriate to meet the individual needs of most students. 1	Adaptations are made to assessments that are appropriate to meet the individual needs of some students.	Adaptations are not made to assessments to meet the individual needs of students or these assessments are inappropriate.

4-DESIGN FOR INSTRUCTION SCORING GUIDE

Rating → Indicator ↓	Proficient	Developing	Unacceptable
4-A Contextual Information	Lessons address contextual factors and student needs. 1	Lessons address some contextual factors and student needs.	Lessons do not address contextual factors and student needs.
4-B Instructional Objectives	Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior and criterion.	Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented but does not include condition, behavior and criterion. 1	Instructional objectives are not clearly stated and descriptive of learning outcomes and are not measurable, observable, or student oriented; does not include condition, behavior and criterion.
4-C Lesson Procedure *Lesson Introduction *Lesson Development *Closure	Lesson introduction is directly related to the lesson, enhances student interest, and leads into the development of the lesson which is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice. Closure is evident and summarizes and solidifies the main points of the lesson. 1	Lesson introduction is directly related to the lesson, enhances student interest, and leads into the development of the lesson which is adequately and sequentially developed building from simple to complex with little opportunities for guided and independent practice. Closure is evident and summarizes and solidifies the main points of the lesson.	Lesson introduction is not related to the lesson, and does not enhance student interest. It does not lead into the development of the lesson and is not adequately sequentially developed with any closure.
4-D Instructional and Questioning Strategies	Instructional and questioning strategies are appropriate for learning outcome. They are meaningful, varied, and differentiated and promote critical thinking and problem solving. 1	Some instructional and questioning strategies are appropriate for learning outcome. They are meaningful, varied, and differentiated and promote critical thinking and problem solving.	Instructional and questioning strategies are not appropriate for learning outcome. They are not meaningful, varied, and differentiated and do not promote critical thinking and problem solving
4-E Technology	Candidate integrates appropriate technology that makes a significant contribution to teaching	Candidate uses technology but it does not make a significant contribution to teaching and learning OR	Technology is inappropriately used OR teacher does not use technology, and no (or

	and learning OR provides a strong rationale for not using technology. 1	teacher provides limited rationale for not using technology.	inappropriate) rationale is provided.
4-F Material	Varieties of materials that directly support learning objective are clearly listed and meet the needs of all students. 1	Some materials that directly support learning objective are listed and meet the needs of some students.	Materials does not support learning objective are not clearly listed.
4-G Adaptations	A variety of appropriate adaptations are identified to meet the individual needs of students. 1	Some adaptations are identified to meet the individual needs of students.	Adaptations are identified are not appropriate to meet the individual needs of students.

5-INSTRUCTIONAL DECISION MAKING SCORING GUIDE

Rating → Indicator ↓	Proficient	Developing	Unacceptable
5-A Modifications Based on Analysis of Student Learning	Modifications of the instructional plan are related to contextual factors and an analysis of student learning. 1	Some modifications of the instructional plan are made to address individual student learning.	Modifications are inappropriate or are missing.
5-B Sound Professional Practice	Instructional decisions reported are pedagogically sound (i.e., likely to lead to student learning). 1	Instructional decisions reported are mostly appropriate, but some decisions are not pedagogically sound.	Instructional decisions reported are not pedagogically sound (i.e., not likely to lead to student learning).

6-REPORT OF STUDENT LEARNING SCORING GUIDE

Rating → Indicator ↓		Proficient	Developing	Unacceptable
6-A Whole Class	Clarity and accuracy of Data and Summary	Provides a clear summary of student learning supported by data. Summary is meaningful and appropriate conclusions are drawn from the data. 1	Some parts of the data are unclear. Summary is meaningful and some appropriate conclusions are drawn from the data.	Data is unclear. Summary is inaccurate or conclusions are missing or not supported by data.
	Impact on Student Learning	Adequate evidence is provided on who achieved and made progress toward the learning goal and/or each objective. 1	Little evidence is provided on who achieved and made progress toward the learning goals/objectives.	No evidence is provided on who achieved and made progress toward the objectives.
6-B Subgroup	Clarity and accuracy of Data and Summary	Provides a clear profile of student learning. Summary is meaningful and appropriate conclusions are supported by data. 1	Some parts of the profile are unclear. Summary is inaccurate or conclusions were missed and/or not supported by data.	Presentation is unclear. Summary is inaccurate or conclusions are missing or not supported by data.
	Impact on Student Learning	Adequate evidence is provided who achieved and made progress toward the objective. 1	Little evidence is provided on who achieved and made progress toward the objective.	No evidence is provided on who achieved and made progress toward the objective
6.B Individual Students	Clarity and accuracy of Data and Summary	Adequate evidence is provided on the students' achievement or progress toward the objective. 1	Little evidence is provided on the students' achievements or progress toward objective.	Presentation is unclear. Summary is inaccurate or conclusions are missing or not supported by data.
	Impact on Student Learning	Adequate evidence is provided on the students' achievement or progress toward the objective. 1	Little evidence is provided on the students' achievement or progress toward the objective.	No evidence is provided on the students' achievement or progress toward the objective.
	6.C Implications for Future	Provides ideas for redesigning learning goals, instruction and assessment and	Provides ideas for redesigning learning goals, instruction and assessment but offers no rationale for	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction and assessment.

	Teaching	explains why these modifications would improve student learning.	why these changes would improve student learning.	1
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7. Reflective Narrative Analysis Scoring Guide

Rating → Indicator ↓	Proficient	Developing	Unacceptable
7-A Interpretation of Student Learning	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section. 1	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.
7-B Insights on Effective Instruction and Assessment	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). 1	Provides no rationale for why some activities or assessments were more successful than others.
7-C Alignment Among Goals, Instruction and Assessment	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. 1	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.
7-D Implications for Future Teaching	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning. 1	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.
7-E Implications for Professional Development	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provide a vague plan for meeting the goals.	Provides no professional learning goals or goals that related to the insights and experiences described in this section.

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QUALITY OF PRESENTATION SCORING GUIDE

Rating → Indicator ↓	Proficient	Developing	Unacceptable
Mechanics of Writing	There are very few spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors. 1	There are some spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.	There are several spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing errors.
Organization	Sections are well organized. Required information is clearly presented and easy to find. 1	Some sections are well organized. Some information presented is easy to find.	Few sections are well organized. Some information presented was difficult to find.
Diversity	Descriptions related to diversity show respect, understanding issues of diversity, and high expectations.	Some descriptions related to diversity show respect and understanding issues of diversity. Some expectations are low. 1	Few descriptions related to diversity show respect, understanding issues of diversity, and high expectations.
Overall TWS Quality	TWS reflects the typical professional thought and effort expected in a culminating teacher education assignment. 1	TWS has sections that should be revised and improved before serving as a culminating assignment.	TWS does not reflect the typical professional thought and effort expected in a culminating teacher education assignment.