

EDUC 490-ELE Elementary Teacher Candidate Work Sample Scoring and CORE Rubric

III. Unit Plan, Parts C and D Design of Instructional Knowledge and Planning: Pre-assessment Results and Instructional Plan

	Not Met (1 pt)	Partially Met (2 pts)	Met (3 pts)
Part C: Pre-assessment Results: Clarity and Accuracy of Presentation	Table is NOT CLEAR OR ACCURATE (does not accurately reflect data) or it does not fully address all objectives.	Table is UNDERSTANDABLE AND CONTAINS FEW ERRORS. All objectives are addressed.	Presentation is EASY TO UNDERSTAND and contains no errors of representation. ALL objectives are addressed.
Part C: Pre-assessment Results: Description and Summary of results ACEI-2007.1	Results are inaccurately and/or not completely described. The description does not adequately address implications of these results on instruction that meets individual needs and interests and reflects diversity of students.	Results are accurately and adequately described. The description adequately addresses a few implications of these results on instruction that meets individual needs and interests and reflects diversity of students.	Results are accurately and completely described. The description thoroughly addresses several implications of these results on instruction that meets individual needs and interests and reflects diversity of students.

<p>Part C: Reflects on analysis of student performance ACEI-2007.1</p>	<p>The reflection question is not answered and/or does not demonstrate an adequate understanding of how to analyze assessment data for formative purposes in order to (1) increase understanding of individual students' strengths and weaknesses and (2) determine specific aspects of instruction that need to be modified.</p>	<p>The reflection question is answered and demonstrates an acceptable understanding of how to analyze assessment data for formative purposes in order to (1) increase understanding of individual students' strengths and weaknesses and (2) determine specific aspects of instruction that need to be modified.</p>	<p>The reflection question is thoroughly and completely answered and demonstrates a comprehensive understanding of how to analyze assessment data for formative purposes in order to (1) increase understanding of individual students' strengths and weaknesses and (2) determine specific aspects of instruction that need to be modified.</p>
<p>Part C: Provides explanation for any missing information, attaches required documentation and/or evidence, and labels all correctly. SC-FMU-CF.2.a</p>	<p>Explanations are not provided for all missing information and/or not all documentation/evidence is attached and/or labeled correctly.</p>	<p>Adequate explanations are provided for missing information; some documentation/evidence is attached and labeled correctly.</p>	<p>Thorough explanations are provided for any missing information; all documentation/evidence is attached and labeled correctly.</p>
<p>Part D: Alignment with Objectives ACEI-2007.4 NCATE-2007.1b NCATE-2007.1c NCATE-2007.1d SC-ADEPT-06.2.B SC-FMU-CF.1.a</p>	<p>FEW lessons are explicitly linked to unit objectives. Few learning activities, assignments, and resources are aligned with objectives (in terms of "rigor"). Not all major unit objectives are covered in the design.</p>	<p>MOST lessons are linked to unit objectives. Most learning activities, assignments, and resources are aligned with objectives (in terms of "rigor"). All major unit objectives are covered in the design.</p>	<p>ALL lessons are explicitly linked to unit objectives. All learning activities, assignments, and resources are aligned with objectives (in terms of "rigor"). All major unit objectives are covered in the design.</p>

<p>Part D: Accurate Representation of Content NCATE-2007.1b NCATE-2007.1c NCATE-2007.1d SC-ADEPT-06.2.B SC-FMU-CF.1.a</p>	<p>Teacher candidate's use of content appears to contain NUMEROUS INACCURACIES. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p>	<p>Teacher candidate's use of content appears to be MAINLY ACCURATE. Shows awareness of the big ideas or structure of the discipline.</p>	<p>Teacher candidate's use of content appears to be accurate. Focus of the content is CONGRUENT WITH THE BIG IDEAS OR STRUCTURE OF THE DISCIPLINE. Where appropriate, teacher candidate makes connections from the content to other parts of the content or to other content areas.</p>
<p>Part D: Lesson and Unit Structure ACEI-2007.1 ACEI-2007.3.2 NCATE-2007.3c NCATE-2007.4a NCATE-2007.4d SC-ADEPT-06.2.B SC-FMU-CF.1.b.1</p>	<p>The unit and individual lessons within the unit HAVE LITTLE RECOGNIZABLE STRUCTURE.</p>	<p>The unit and lessons within the unit have structure. Most lessons, activities, and assignments are coherent parts of this structure and APPEAR TO BE USEFUL IN MOVING children and young adolescents TOWARDS ACHIEVING THE MAJOR UNIT OBJECTIVES.</p>	<p>The unit and individual lessons have a CLEARLY DEFINED STRUCTURE. All lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving children and young adolescents towards achieving the major unit objectives.</p>

<p>Part D: Use of a Variety of Instruction, Activities, Assignments, and Resources</p> <p>ACEI-2007.1 ACEI-2007.2.1 ACEI-2007.2.2 ACEI-2007.2.3 ACEI-2007.2.4 ACEI-2007.2.5 ACEI-2007.2.6 ACEI-2007.2.7 ACEI-2007.3.1 ACEI-2007.3.2 ACEI-2007.3.3 ACEI-2007.3.4 NCATE-2007.3c NCATE-2007.4a NCATE-2007.4d SC-ADEPT-06.2.B SC-EEDA-PS-2008.5 SC-EEDA-PS-2008.6 SC-FMU-CF.1.b</p>	<p>There is LITTLE FOCUS ON VARIETY OF INSTRUCTION ACTIVITIES, ASSIGNMENTS, AND RESOURCES.</p> <p>Heavy reliance on textbook or single resource.</p>	<p>SOME VARIETY of approaches in instruction, activities, assignments, or resources.</p>	<p>Design INCLUDES a VARIETY of approaches across instruction, activities, assignments, and resources used.</p>
<p>Part D: Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments, and Resources</p> <p>ACEI-2007.3.2 NCATE-2007.3c NCATE-2007.4a NCATE-2007.4d SC-ADEPT-06.2.A SC-ADEPT-06.2.B SC-EEDA-PS-2008.7 SC-FMU-CF.1.b.1 SC-FMU-DIV-</p>	<p>INSTRUCTION HAS NOT BEEN DESIGNED WITH REFERENCE TO CONTEXTUAL FACTORS AND PRE-ASSESSMENT DATA. Many activities and assignments do not appear productive and appropriate for most children or young adolescents.</p>	<p>SOME instruction has been designed with clear references to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for most children or young adolescents.</p>	<p>Instruction has been adapted with CLEAR REFERENCES TO CONTEXTUAL FACTORS AND PRE-ASSESSMENT DATA. Activities and assignments appear productive and appropriate for each child or young adolescent.</p>

2010.2			
<p>Part D: Use of Technology ACEI-2007.3.1 ACEI-2007.3.5 NCATE-2007.1b NCATE-2007.1c NCATE-2007.1d NCATE-2007.3b NCATE-2007.3c NETS-T-2008.2.a NETS-T-2008.2.d NETS-T-2008.3.a NETS-T-2008.3.b NETS-T-2008.3.d NETS-T.2.A NETS-T.2.D NETS-T.2.E NETS-T.3.A NETS-T.3.B NETS-T.3.D SC-ADEPT-06.2.B SC-FMU-CF.1.b.6</p>	<p>Teacher candidate does NOT USE TECHNOLOGY in instructional delivery and does not provide opportunities for students to use technology OR technology is inappropriately used.</p>	<p>Teacher candidate USES TECHNOLOGY appropriately in instructional delivery but does not integrate technology into student learning activities. TECHNOLOGY DOES NOT MAKE A SIGNIFICANT CONTRIBUTION to teaching and learning.</p>	<p>Teacher candidate INTEGRATES APPROPRIATE TECHNOLOGY, including audio-visual aids, computer-based technologies, and other media communication tools, for teaching AND learning.</p>
<p>Part D: Sound Professional Practice SC-ADEPT-06.2.B</p>	<p>MANY instructional decisions are inappropriate and not pedagogically sound.</p>	<p>Instructional decisions are appropriate, but SOME decisions are not completely pedagogically sound.</p>	<p>MOST instructional decisions are pedagogically sound (i.e. they are likely to lead to student learning).</p>
<p>Part D: Adjustments Based on Analysis of Student Learning ACEI-2007.1 ACEI-2007.3.2 SC-ADEPT-06.2.B SC-ADEPT-06.2.C</p>	<p>Teacher candidate uses ONE PLAN OF INSTRUCTION FOR ENTIRE CLASS.</p>	<p>SOME ADJUSTMENTS of the instructional plan are made to address individual student needs within the class (as evident in the attached lesson plans), but these are NOT EXPLICITLY BASED ON THE ANALYSIS OF STUDENT LEARNING and/or some obvious learning opportunities are missed.</p>	<p>Appropriate adjustments of the instructional plan are made to address individual student needs (as evident in the attached lesson plans). These adjustments are CLEARLY INFORMED by the analysis of student learning/performance.</p>

<p>Part D: Congruence between Modifications and unit objectives SC-ADEPT-06.2.B SC-ADEPT-06.2.C</p>	<p>Modifications in instruction LACK CONGRUENCE with unit objectives and/or are not evident at all.</p>	<p>Appropriate modifications in instruction are evident and are SOMEWHAT CONGRUENT with unit objectives.</p>	<p>Appropriate modifications in instruction are evident and CLEARLY CONGRUENT with unit objectives.</p>
<p>Part D: Reflects on instructional plan for the unit ACEI-2007.3.2 ACEI-2007.3.3</p>	<p>The reflection question is not answered and/or does not demonstrate an adequate understanding of how the instructional plan establishes a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual children and young adolescents.</p>	<p>The reflection question is answered and demonstrates an acceptable understanding of how the instructional plan establishes a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual children and young adolescents.</p>	<p>The reflection question is thoroughly and completely answered and demonstrates a comprehensive understanding of how the instructional plan establishes a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual children and young adolescents.</p>
<p>Part D: Provides explanation for any missing information, attaches required documentation and/or evidence, and labels all correctly. NCATE-2007.1g SC-FMU-CF.2.a</p>	<p>Explanations are not provided for all missing information and/or not all documentation/evidence is attached and/or labeled correctly.</p>	<p>Adequate explanations are provided for missing information; some documentation/evidence is attached and labeled correctly.</p>	<p>Thorough explanations are provided for any missing information; all documentation/evidence is attached and labeled correctly.</p>