TWS FIRST-DRAFT SCORING RUBRIC

Teacher Candidate Name: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_

*The scores below are formative and, as such, not graded. Your final TWS will be worth* ***124*** *points. The scores provided for your first-draft segments approximate what you would receive on the final draft, should you make no changes. They are approximations only. They may vary slightly with a second review. (No one catches absolutely everything the first time. Ultimately, you are responsible to review and self-correct your own work using this rubric.) If you have questions about your first-draft feedback, please contact your CE using the Q & A or else Ecat email, accessed through D2L Course Resources/Classlist.*

**CE instructions:** Using the rubric, highlight any areas that still need work and provide a score for each portion. Put specific comments about highlighted areas ***directly*** into the TWS document itself.

**TC instructions: CRITICAL!** All revisions to final TWS must be made in **medium blue** font! Your CE will not review your final submission unless s/he sees **medium blue**!

**RUBRIC DESCRIPTORS**

|  |  |  |  |
| --- | --- | --- | --- |
| **1****Significant requirement(s) is/are missing or deficient; artifact is…** * **of poor quality**
* **confusing**
* **contains errors**
 | **2****No significant requirement is missing; artifact is….** * **rudimentary**
* **limited**
* **uneven/inconsistent**
 | **3****All requirements are included and appropriate; artifact is…** * **clear**
* **solid**
* **suitable**
 | **4****All requirements are complete and thoughtful; artifact is...*** **rigorous**
* **reflective**
* **evidence-based**
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 **TWS SECTION ONE: PREPARATION & PLANNING**

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| --- | --- | --- | --- | --- |
| **TWS Section 1.1 Preparation through Collaboration and Personal Goal-setting (½ page of notes)** | **1** | **2** | **3** | **4** |
| Initial TWS Discussion with CT | **To document an initial discussion about the five-lesson sequence, the TC…*** …follows APA format for citing conversation with CT (E. Jones, personal communication, January 1, 2020).
* …summarizes conversation in 2-3 sentences, includes general topic for TWS five-lesson sequence.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Contextual Factors Discussion with CT and School Professional | **To document discussions about researching contextual factors, the TC…*** …follows APA format for citing conversations with CT & FS (E. Jones, personal communication, January 1, 2020).
* …summarizes conversation with CT in 2-3 sentences, including his/her suggestions for further research about the community, school, classroom, and/or students.
* …summarizes conversation with administrator in 2-3 sentences, including his/her suggestions for further research about the community, school, classroom, and/or students
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Choosing a Personal/Professional Goal | **To document choice of personal teaching goal, the TC…*** …briefly states the goal in his/her own words.
* …provides the Danielson domain, component, and one element that best describe chosen goal.
* …provides a 2-3 sentence, rationale for selecting that goal.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 1.1 Score /12

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| --- | --- | --- | --- | --- |
| **TWS Section 1.2 Planning an Overview of Instruction (Table 1: 1 page)** | **1** | **2** | **3** | **4** |
| Standards and Summative Assessment (Header)  | **In TWS Sequence planning, the TC…*** …includes appropriate Common Core (ELA or math--required) and other vital content standards (1-3 total), clearly labeled and scripted in full in Table 1 header.
* …describes summative assessment, puts copy in Appendix A, and references page number.
* …for all complex assessments (papers, projects, etc.), provides copy of assessment tool in Appendix A, and references page number
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Lesson Sequence & Instructional Outcomes/Objectives (Columns 1 & 2) | * …includes 5 lesson titles and the standard (number only) associated with each lesson in Column 1.
* …attempts to use both SWLT and SWBAT prompts for all five outcome & objective pairs.
* …aligns outcomes & objectives with standard(s), only one primary outcome & objective pair per lesson (five pairs), Column 2.
* …lesson five is not a summative assessment.
 |  [ ]  |  [ ]  | [ ]  | [ ]  |
| Formative Assessments(Column 3) | * …for each lesson, concisely describes a formative assessment that will accurately measure each student’s progress toward (or beyond) proficiency in the instructional outcome/measurable lesson objective.
* …each formative assessment is labeled by lesson, attached in Appendix A, and referenced by page number.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Instructional Strategies/Activities (Column 4) | * …describes one instructional strategy/activity that effectively supports each instructional outcome/measurable lesson objective and formative assessment.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Summative Assessment (Column 5) | * …breaks down the summative assessment to show how its parts accurately measure all instructional outcomes/measurable lesson objectives. References each with a question number, section of summative assessment, or other very specific description.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 1.2 Score /20

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| --- | --- | --- | --- | --- |
| **TWS Section 1.3-1.4: Preparation through Knowledge of Context and Self-awareness (1 page of notes)** | **1** | **2** | **3** | **4** |
| Field Notes: Overall Contextual Factors | **In Section One Field Notes, TC…*** …clearly documents and cites research of three contextual data pieces (community, school, classroom) relevant to TWS instruction that align with mentor suggestions and/or the personal goal from 1.1.
* …clearly documents two personal characteristics relevant to TWS teaching and the professional goal.
* …includes a personal bias.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 1.3 Score /4

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| --- | --- | --- | --- | --- |
| **TWS Sections 1.5: Preparation through Knowledge of Diverse Students (1-2 pages of notes)** | **1** | **2** | **3** | **4** |
| Field notes:Diverse StudentsField notes:Self-Knowledge | **In Section One Field Notes, TC…*** …clearly documents for each coded student 2-4 TWS-relevant student factors. (IEP/504s in optional columns only).
* …cites sources of student contextual information.
* …selects student contextual factors that are founded on evidence, rather than unsupported opinion.
* …documents student contextual factors that are appropriate for a public document and would not identify individual students.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 1.4 Score /4

**TWS SECTION TWO: REFLECTION ON PREPARATION AND PLANNING**

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| --- | --- | --- | --- | --- |
| **TWS Section 2:Reflection on Preparation and Planning (1 ½ pages)** | **1** | **2** | **3** | **4** |
| Reviewing Section One & Reflection on Preparation | **To complete Section 2, the TC…*** …went back to Section One and highlighted in yellow 3 of the factors most significant to TWS learning. Restates personal goal from 1.1 and analyzes contextual factors: [one from each category: context (1.3), students (1.4), and self-awareness (1.5)].
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Looking Back (past tense) | * …authentically and specifically tells the story of why each highlighted item was important, making connections with TWS learning and/or the personal goal from 1.1.
 |  [ ]  |  [ ]  | [ ]  | [ ]  |
| Looking Ahead (future tense) | * …specifically describes how s/he plans to use gathered contextual information to advance student learning and/or personal growth toward the professional goal, outlining challenges as well as ideas.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Revision and Editing | * …carefully revises and edits Section 2, resulting in a concise, approximately 1 ½ page, professionally written piece that tells the TC’s story of preparation and planning.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 2 Score /16

**TWS SECTION THREE: INSTRUCTION (Five Danielson-aligned Lesson Plans)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TWS Section 3.1 Designing the Five-lesson Sequence** | **1** | **2** | **3** | **4** |
| Content Structure and Pedagogy | **In Section 3 Lesson Planning, the TC…*** …develops instructional strategies and materials that effectively align with standards and instructional outcomes
* …incorporates best-practice, effective, and varied content-related pedagogies.
* …develops a logical sequence to scaffold student learning
 | [ ]  | **Graded by CT**[ ]  | [ ]  | [ ]  |

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| **TWS Section 3.3 Using Assessment During Instruction** | **1** | **2** | **3** | **4** |
| Instructional Adaptation for Diverse Learners  | **In Section 3 assessment-informed instruction, the TC…*** …precisely assesses and reviews key elements of student prior knowledge.
* …selects instructional procedures, materials, and resources based on research of classroom learners.
* …includes specific adjustments **based on formative assessment** of multiple types of learners (reflections and revisions red /green annotations).
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 3 Score /8

**TWS SECTION FOUR: USING ASSESSMENT**

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| --- | --- | --- | --- | --- |
| **TWS Section 4.1 Using Formative Assessment to Monitor Learner Progress: Table 4.1** | **1** | **2** | **3** | **4** |
| Table 4.1: Analysis of Formative Assessments (columns 1-3) | **In Section 4 Table 4.1, the TC…*** …copies instructional outcomes & objectives (SWLT & SWBAT) from Section 1.
* …includes formative assessment descriptions from Section 1 that align with these outcomes, along with the page numbers referencing where they are copied in Appendix A.
* …describes a student proficiency level and how that proficiency is measured.
* …has developed assessment tools where appropriate and referenced where copies of those tools can be viewed in Appendix A.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Table 4.1: Analysis of Formative Assessments (columns 4 & 5) | * …provides the number of students who did and did not achieve proficiency and those absent for each formative assessment.
* …copies from lesson plans **red font** annotations (past tense) that reflect about results of each formative assessment (all lessons) and **green font** annotations (future tense) to document a response to the **red font** comments in each subsequent lesson plan.
* …considers how to differentiate instruction even when all, or nearly all, students were proficient.
* …uses organization below for clarity:
	+ Lesson 1: **red** reflections only
	+ Lesson 2: **green** plan ideas, then **red** reflections
	+ Lesson 3: **green** plan ideas, then **red** reflections
	+ Lesson 4: **green** plan ideas, then **red** reflections
	+ Lesson 5: **green** plan ideas, then **red** reflections
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 4.1 Score /8

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| **TWS Section 4.2 Recording Summative Achievement Data: Table 4.2** | **1** | **2** | **3** | **4** |
| Table 4.2: Individual Student Achievement Data  | **In Section 4 Table 4.2, the TC…*** …concisely describes and includes measurable proficiency criteria for the summative assessment.
* …references page numbers where copies of the assessment and associated assessment tools can be viewed in Appendix A.
* …uses codes rather than student names in Column 1.
* …includes the summative assessment score for each student in Column 2.
* …notes proficiency achievement for each student.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 4.2 Score /4

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| **TWS Section 4.3 Reflecting on Achievement Data (1 ½pages)** | **1** | **2** | **3** | **4** |
| Conclusion: whole-class analysis | **In Section 4 Conclusion, the TC…*** …documents at least one data pattern for the whole class and/or class subgroups, considering all four data TWS sources: formative achievement, summative achievement, contextual factors and the professional goal**.**
* …analyzes this pattern(s) to reflect positively about what s/he is learning about teaching and learning.
* …explores at least one specific, data-based strategy s/he could use to improve instruction for this class of students.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Conclusion: single student analysis | * … documents at least one data pattern for a single student (who failed to progress and/or meet proficiency), considering all four TWS data sources: formative achievement, summative achievement, contextual factors, and the professional goal.
* …reflects on successful and non-successful strategies TC tried with this student.
* …analyzes this evidence to predict more effective differentiated instructional strategies for this student.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Conclusion: Professionalism | * …carefully revises and edits entire conclusion, resulting in a concise, 1-1 ½-page professionally written piece that tells the TC’s story of using assessment to analyze and improve instruction.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**\***A teacher constantly considers how to specifically support all students’ learning using evidence to drive instruction.

Total Section 4.3 Score /12

**TWS SECTION FIVE: PROFESSIONAL RESPONSIBILITIES**

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| **TWS Section 5:1 Reviewing the Professional Goal (less than ½ page)** | **1** | **2** | **3** | **4** |
| Reviewing your Goal | **In Section 5 Professional Goal Review, the TC…*** …re-states the original professional goal.
* …if goal has been revised, records the new goal along with a brief rationale (2-3 sentences) for the change.
* …lists Danielson domain, component, and element that align with the revised or continuing goal.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 5.1 Score /4

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| --- | --- | --- | --- | --- |
| **TWS Section 5:2 Studying Instruction (2 ½ pages of notes)** | **1** | **2** | **3** | **4** |
| Reviewing your Teaching | **In Section 5 TWS review, the TC…*** …provides 1-page of notes from the video reflection.
* …provides ½ page of relevant notes from TWS 1-4.
* …provides ½ page of relevant notes from assessments/professional conversations.
* …provides ½ page of relevant copied journal statements.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 5.2 Score /4

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| --- | --- | --- | --- | --- |
| **TWS Section 5:3 Reflecting for Growth (2 pages)** | **1** | **2** | **3** | **4** |
| Reflecting on your Goal  | **In Section 5 reflection, the TC…*** …creates 1 1/2- page reflection describing what s/he learned about his/her teaching during the TWS experience (referencing current personal goal) and supporting all statements with significant evidence from at least three of the following sources:
* video reflection
* TWS sections 1-4
* student achievement data
* CT/FS TWS Danielson Observation Tool comments/professional conversations
* journal entries.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Professionalism | * …carefully revises and edits this reflection, resulting in a concise, 1 ½-2-page, professionally written piece that recounts what the TC learned about his or her instruction with a focus on the personal goal.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Continuing your Goal | * …includes ½-page of specific resources to promote growth & cites websites, mentors’ recommendations, etc.
* …references specific plan to use these resources, including some ideas about timing.
 | [ ]  | [ ]  | [ ]  | [ ]  |

Total Section 5.3 Score /12

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| --- | --- | --- | --- | --- |
| **Overall TWS Criteria** | **1** | **2** | **3** | **4** |
| Throughout the TWS  | **TC…*** …uses in-text citations for interviews & other resources with last name of author/interviewee and date.
* …uses appropriate font size, spacing, and keeps all column text concise (no more than 10 lines per entry).
* …keeps all materials concise by staying close to suggested page limits.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| * …includes appropriate title page, table of contents, and page numbering.
* …does not copy/paste content from practicum TWS; first draft must show 35% or less *Turn-it-in* rating.
* …adheres to APA formatting in narratives, tables (12 or 10 pt. font), figures, reference page, and appendices.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| * …provides Appendix A (with blank copies of assessments and assessments/tools).
* …provides Appendix B (with two TWS Danielson Observations of TWS instruction from CT and FS).
 | [ ]  | [ ]  | [ ]  | [ ]  |
| * … Whenever assessments or assessment tools are referenced in the TWS, provides page number references for these documents from Appendix A so that CE can quickly locate them.
 | [ ]  | [ ]  | [ ]  | [ ]  |



Total Criteria Score /16

Total TWS Score /124