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**

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| --- | --- | --- | --- |
| **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** |

**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 Students  Field 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)**

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| **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