TWS SCORING RUBRIC

Rubric Descriptors:

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

*Using the rubric, highlight any areas that still need work, provide a score for each portion, and then put specific comments about highlighted areas in the “Comments” box.*

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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 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 materials concise (suggested 8-10 lines/entry) | | |  | |  |  |  |
| * …includes appropriate title page, table of contents, and page numbering * …does not copy/paste from practicum TWS; first draft must show 35% or less *Turn-it-in* rating. | | |  | |  |  |  |
| * …uses authentic data; if either falsified or plagiarized data is verified, TC will be subject to MSU sanctions. * …provides reference page, Appendix A (assessments/tools), & Appendix B (TWS Danielson Observations) | | |  | |  |  |  |
| * …provides copies of assessments in Appendix A and gives page numbers in Sections Two and Four so that CE can quickly locate these assessments. * … provides copies of rubrics, checklists, and questionnaires, in Appendix A and gives page numbers in Sections One, Two, and Four so that CE can quickly locate these documents. | | |  | |  |  |  |

Comments:

Total Criteria Score /16

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| **TWS Section 1: Preparation** | | **1** | **2** | **3** | **4** |
| Standards and Summative Assessment (Header) | **In TWS Sequence planning, the TC…**   * …includes 1-3 appropriate Common Core (ELA or math) and other vital content standards, clearly labeled and scripted in full in Table 1 header. * …describes summative assessment and proficiency criteria. * …includes an assessment tool when needed for accurate, objective assessment. |  |  |  |  |
| Lesson Sequence & Instructional Outcomes (Columns 1 & 2) | * …includes 5 lesson titles and the standard (number only) associated with each lesson in Table 1, Column 1 * …aligns outcomes (attempts to include learning and application of learning) with targeted standard(s), including only one primary outcome per lesson (five outcomes), Column 2. * …lesson five is not a summative assessment. |  |  |  |  |
| Formative Assessments  (Column 3) | * …concisely describes a formative assessment that accurately measures each individual instructional outcome. * …gives proficiency criteria/learning indicators that objectively measure each student’s formative assessment. |  |  |  |  |
| Instructional Strategies (Column 4) | * …describes one instructional strategy that effectively supports each corresponding instructional outcome and formative assessment. |  |  |  |  |
| Summative Assessment (Column 5) | * …concisely describes a summative assessment that measures all instructional outcomes. * …provides proficiency criteria, any necessary rubrics/checklists/etc. * …breaks down the summative assessment to show how parts accurately measure all instructional outcomes. |  |  |  |  |
| Field Notes: Contextual Factors | **In Section One Field Notes, TC…**   * …clearly documents and cites research of 4 contextual data pieces that could be relevant to TWS learning/teaching. |  |  |  |  |
| Field notes:  Diverse Students  Field notes:  Self-Knowledge | * …clearly documents and cites research of 2-4 student factors common to all students and that could be relevant to TWS learning. * …clearly documents two personal characteristics relevant to TWS teaching. * …includes a personal bias. |  |  |  |  |

**Comments:**

Total Section 1 Score /28 /28

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| **TWS Section 2: Planning** | | **1** | **2** | **3** | **4** |
| Preparing for Instruction | **To prepare for Section 2, the TC…**   * …went back to Section One and highlighted 3-4 of the factors most significant to TWS learning (at least one from each category: context, students, personal). |  |  |  |  |
| Reflection on Preparation | * …authentically and specifically tells the story of why each highlighted item was important, what the TC learned from researching each item. * …specifically describes how s/he plans to use this information, outlining challenges as well as ideas |  |  |  |  |
| IEFA | * …selects an IEFA Essential Understanding that connects with either this lesson or with the content area. * …taking one of the four James Banks’ approaches, TC discusses how s/he could connect the lesson or content area with the selected Essential Understanding to increase student awareness/cultural appreciation of Montana IEFA value/history |  |  |  |  |
| Revision and Editing | * …carefully revises and edits Section 2, resulting in a concise, approximately 1-2 page, professionally written piece that tells the TC’s story of planning. |  |  |  |  |

**Comments:**

Total Section 2 Score /16

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| **TWS Section 3: Instruction** | | **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 |  |  |  |  |
| Instructional Adaptation for Diverse Learners | * …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). |  |  |  |  |

**Comments:**

Total Section 3 Score /8

**Graded by CT**

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| **TWS Section 4:**  **Using Assessment** | | **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 from Section 2 * …includes formative assessment descriptions that align with these outcomes * …describes how student proficiency is measured * …has developed assessment tools where appropriate |  |  |  |  |
| Table 4.1: Analysis of Formative Assessments (columns 4 & 5) | * …provides the number of students who did and did not achieve proficiency for each formative assessment. * …uses lesson plan **red font** annotations to reflect\* about results of each formative assessment (all lessons). * …uses lesson plan **green font** annotations to document a response to formative assessment data in each subsequent lesson plan (all except lesson #1). |  |  |  |  |
| 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. * …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. |  |  |  |  |
| Conclusion: whole-class analysis | **In Section 4 Conclusion, the TC…**   * …documents at least one pattern among formative data, summative data, and contextual factors for **whole class** and/or **class subgroups** * …uses this evidence to reflect positively about what s/he is learning about teaching and learning * …explores specific, data-based strategies s/he could use to improve instruction for this class of students. |  |  |  |  |
| Conclusion: single student analysis | * …analyzes one student’s formative data, summative data, and contextual factors as well as what TC tried with this student and reflects on successes or non-successes. * …draws specific, data-based conclusions about how to more effectively differentiate instruction for this student. |  |  |  |  |
| Conclusion: Professionalism | * …carefully revises and edits entire conclusion, resulting in a concise, 2-page, professionally written piece that tells the TC’s story of using assessment. |  |  |  |  |

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

**Comments:**

Total Section 4 Score /24

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| **TWS Section 5: Professional Responsibilities** | | **1** | **2** | **3** | **4** |
| Reviewing your Goal | **In Section 5 Professional Goal Setting, the TC…**   * …provides 1-page of notes from the video reflection. * …provides notes from TWS 1-4 that relate to his/her goal. * …provides notes from assessments/professional conversations that relate to his/her goal. * …provides copies of journal entries/statements that relate to his/her goal |  |  |  |  |
| Reflecting on your Goal | * …restates professional TWS focus—either the original or the evolved focus * …provides the Danielson element, component, and domain that best aligns with this focus * …creates an approximately 2-page reflection about this goal supporting all statements with significant evidence from the following (references at least three of the sources below): * Video reflection * TWS sections 1-4 * student achievement data * CT/FS TWS assessments/professional conversations * Journal entries. |  |  |  |  |
| Professionalism | * …carefully revises and edits Section this reflection, resulting in a concise, 2-page, professionally written piece that recounts how the TC worked on his/her goal/focus. |  |  |  |  |
| Continuing your Goal | * …includes a specific resources to promote growth and cites websites, mentors’ recommendations, etc. * …references specific plan to use these resources, including some ideas about timing |  |  |  |  |

**Comments:**

Total Section 5 Score /16

/108

**TWS Total Score**