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.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 StudentsField 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

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

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

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

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