

Indiana Wesleyan University: Teacher Work Sample Design and Assessment Rubric

I. Instructional Plan

Revised 9.2007

	Outstanding	Competent	Emerging Competence	Needs Improvement
Student Characteristics	The student characteristics section is thorough and complete; consideration of students' special learning needs is highly correlated with the standards, goals, and learning activities of the instructional unit.	All student characteristics relevant to the planned unit of instruction are included. Student characteristics are considered in terms of unit standards, goals, and learning activities.	Student characteristics are included in the instructional plan, but the correlation with unit standards, goals, and learning activities could be stronger.	Student characteristics are not included in the instructional plan and/or the characteristics are not well considered or written.
Unit Plan	The unit plan exceeds the expectations of the Unit Plan Design and Assessment Rubric.	The unit plan meets the expectations of the Unit Plan Design and Assessment Rubric.	The unit plan needs additional work to meet the expectations and requirements of the Unit Plan Design and Assessment Rubric.	The unit plan is poorly developed and does not address the expectations and requirements of the Unit Plan Design and Assessment Rubric.
Lesson Plans	The TWS lesson plans exceed the expectations of the Lesson Plan Development and Design Rubric; the additional TWS elements are thoughtfully and carefully designed to high standards of quality.	The lesson plans in the TWS instructional sequence meet the expectations of the Lesson Plan Development and Design Rubric, and include all required elements for the Teacher Work Sample.	Lesson plans meet minimal expectations of the Lesson Plan Development and Design Rubric and/or the additional TWS expectations are addressed but are under developed.	The lessons plans are poorly developed; Teacher Work Sample expectations are not included or are poorly developed.
Reflection and Self- Evaluation	The reflection and self-evaluation section is exemplary for the depth of thought and the level of analysis of the instructional and assessment issues involved in the TWS process.	The reflection and self-evaluation section is well developed; all LP self-answer questions are addressed in the response.	The reflection and self-evaluation section is included, but not all self-answer questions are addressed and/or the analysis could be developed in more depth.	The reflection and self-evaluation section is not included or is poorly developed.

II. Assessment Plan

	Outstanding	Competent	Emerging Competence	Needs Improvement
Pre-test Post-test	The pre- and post-tests are skillfully developed and are highly correlated with lesson objectives. The alignment between assessments and lesson objectives is strong and clear.	The pre-test post-test assessments are well developed, are aligned with lesson objectives, and are appropriate for the knowledge and/or skills being assessed.	Pre- and post-test assessments are included in the assessment plan; the alignment between assessments and lesson objectives is weak and/or the assessments may not be appropriate for the knowledge and/or skills being assessed.	The pre-test and post-test assessments are haphazardly developed; little thought has been given to alignment with lesson objectives; assessments are not appropriate for the knowledge and/or skills being assessed.
Formative Assessment	Formative assessments are skillfully developed and planned. A wide variety of assessments are included, with consideration given for students of varying abilities and circumstances. All assessments are highly correlated with instructional objectives.	Formative assessments are well developed; essential questions are written out in the LP; a variety of assessments are included, each related to the instructional objectives.	Formative assessments are included in the lesson, but there are too few for the breadth or depth of the knowledge and/or skills being taught; the correlation between assessments and lesson objectives could be stronger.	Formative assessments are not included in the LP and/or are not well developed; little correlation exists between assessments and lesson objectives.
Quality Control	Each quality control element is addressed in depth; it is evident that considerable thought and effort has gone into ensuring that the assessments are fair, accurate, consistent, and free from bias and are of high quality.	Each quality control element—fairness, accuracy, consistency, and freedom from bias—is included in the assessment plan. Thoughtful consideration is given to the quality and appropriateness of each assessment.	Each quality control element is addressed in the assessment plan. Some elements are underdeveloped; additional thought and reflection is necessary to ensure high-quality assessments.	Some quality control elements are missing and/or some elements are poorly or incompletely addressed.