

PACIFIC UNIVERSITY COLLEGE OF EDUCATION  
**WORK SAMPLE SCORING GUIDE**

**A. RATIONALE**

This section introduces the reader to your topic and to your students, and then elaborates on the reasoning underlying the development of this unit and the teaching and learning methods you will employ. It also introduces the reader to your critical question including its genesis and insightful connections to personal issues, the context of teaching, and themes in the literature.

- *Why* is this worth your students' time and effort? Include why this is important for these students and where it fits with their growing understanding of the subject matter.
- *What* is the focus of the unit? What content and skills are taught, what essential questions drive the unit? Include unit goals, ties to district or state curricular guidelines, and any integration of subject areas.
- *How* does the unit motivate students and attain the goals? Include reference to the methods you will use and how they are appropriate for this grade level, address the goals, and are compatible with your educational philosophy.
- *Who* are the students? Address the developmental needs of the specific students in the class and consider any other information about the class and that context of your placement that is significant for your instructional design and critical question. (Do not identify the school or class by name.)
- *Describe* the story of the emergence and evolution of your critical question. How does it align with your personal ideas regarding becoming a teacher and with your teaching context, and how does it connect to the literature you have read and experiences you have had?
- *Explain* how your CQ may lead to meaningful action around issues in the community, school, classroom, and for the students and mentor teacher.
- *Connect*, your critical question to the broader profession of education and reference key themes from the literature when appropriate.

5	3	1
Thoroughly describes the What, Why, How, and Who. Includes key pieces: has an introduction (considers why teach the unit); identifies grade level and needs of learners; lists content, concepts, skills, and integration; mentions benchmarks that will be addressed.	Adequately describes most of the key pieces: introduction, grade level, needs of learners, content, concepts, needs of learners, skills, and integration.	Description omits several key pieces.
Essential question(s), unit learning goals, and standards are embedded.	Some essential questions and unit learning goals are embedded.	Essential questions and unit learning goals are not embedded.
Clearly states critical question(s). Clearly and with insight connects critical question(s) to personal issues, the context of teaching, and themes in the literature.	Adequately states critical question. Adequately connects critical question to personal issues, and the context of teaching.	Omits several key pieces. Lacks connections between critical question and personal and professional contexts.
Organization enhances the ideas and development. Writing conventions meet standards.	Organization is clear and coherent. May contain some convention errors.	Organization seems disjointed and writing lacks coherence. Numerous convention errors.

**B. CONTENT STANDARDS**

Identify State Department of Education content standards that are tied to the unit goals. Copy content standards from the current Oregon Department of Education document. National standards may be referenced in subject areas for which Oregon does not give standards.

Met	Not Met
Identifies relevant standards for scope of content and developmental level of students.	Does not adequately identify relevant standards for scope of content and developmental level of students.

**C. LEARNING GOALS**

Develop appropriate learning goals that address cognitive and affective domains. These goals should be 3-7 statements about the larger purposes of this unit and should be based on your content and pedagogical knowledge and the programmatic requirements of district and state benchmarks and frameworks. The goals should focus on a range of cognitive outcomes and higher order thinking skills where possible (see Bloom's Taxonomy). There should also be one or more affective goals that state what student outcomes you expect in terms of valuing and interest in this material. Include psychomotor outcomes if appropriate. Where possible, include goals from different content areas (cross-curricular integration). Each of the goals needs to be assessed. The pre-instruction assessment should be designed to facilitate developing unit goals that take into account the needs and interests of the students. The unit goals should therefore reflect this assessment.

5	3	1
Contains 3-7 broad statements that convey the purpose of the unit. Goal statements include higher cognitive levels where developmentally appropriate.	Contains 3-7 statements that convey the purpose of the unit; one may be too narrow or too broad. Some of the statements are at a higher cognitive level, if developmentally appropriate.	Contains too few or too many goal statements that do not convey the purpose of the unit. Does not include a goal at higher cognitive level when it would have been appropriate.
Includes one affective (attitude) goal. Includes psychomotor domain goal, if appropriate.	Includes one affective goal.	Goal in affective domain is missing or not appropriate.
Goals clearly reflect assessment of students' needs and interests.	Goals are tied to students' needs and interests.	Goals are not tied to students' needs and interests.

#### D. KEY POINTS

List 15 - 25 specific key concepts, facts, skills, or items of information that you expect the students to learn about the topic.

5	3	1
List displays a comprehensive understanding of key concepts, facts, skills, or items of information (15-25 suggested).	List includes key concepts, facts, skills, or items of information.	List omits some key concepts, facts, skills, or items of information, indicating a misunderstanding.

#### E. CONTENT RELATIONSHIPS

Construct a representation of the organization of the unit showing how specific learning activities support various lesson learning objectives, and, in turn, how these objectives support the benchmarks and unit learning goals. This could be a web, a flow chart or another graphical format. The purpose is to demonstrate a linear connection from goals to learning activities.

5	3	1
Illustrates clearly and accurately how learning objectives support benchmarks and unit learning goals. Illustrates clearly and accurately how specific learning activities support learning objectives.	Illustrates how objectives support unit learning goals and benchmarks but lacks clarity. Illustrates how specific learning activities support learning objectives.	Does not illustrate support among unit learning goals, benchmarks, learning objectives and activities.

#### F. ASSESSMENT/DATA COLLECTION PLAN

In this section, you will lay out your plan for collecting data, assessing student learning, and studying your critical question. In many cases, you will use the same data sources for multiple purposes. To create thick data representing multiple perspectives or your CQ, you may need additional data, such as interviews with students, notes from parent/teacher conferences, records of meetings with your mentor teacher, and so on. While these data sources may be more oriented toward answering your CQ, they will give you also valuable insight into student learning, and you may well find yourself viewing assessment and action research data collection as the same process.

Use the following headings in your assessment/data collection plan:

Formative and Summative Plan: –Write a narrative explaining how and when you will assess and collect data, both formatively and summatively, to assess students' learning of each goal, and to study your critical question. The plan describes the tools, including the performance assessment, that were used to assess each goal prior to, during, and after instruction. The procedures and/or instruments must be developmentally appropriate. Your plan indicates when you will explain your evaluation methods to students and the range of approaches you use as formative assessments to track your students' developing understanding. Assessments should represent a triangulated data set, including observations, interviews, and artifacts, and can include short assignments, teacher observations or interviews as well as a variety of other measures. It can be helpful to use charts or tables of various forms to summarize your data collection plan.

5	3	1
Plan thoroughly describes pre-instruction and post- instruction assessments and outlines how assessments will be used to determine learning gains for each goal and/or connection to CQ. Clearly presents how each unit learning goal is assessed prior to, during, and after instruction. Identifies which goals are assessed in the performance task.	Plan adequately describes pre-instruction and post-instruction assessments and outlines how assessments will be used to determine learning gains for each goal and/or connection to CQ.	Plan does not outline how assessments will be used to determine learning gains for each goal and/or connection to CQ.

Includes appropriate formative and summative assessments for determining student achievement of lesson objectives. Assessments, informal and formal, accurately measure student learning gains. Plan adequately describes pre-instruction and post-instruction assessments and outlines how assessments will be used to determine learning gains for each goal.	Includes appropriate formative and summative assessments. Assessments, informal and formal, accurately measure student learning gains. Plan does not outline how assessments will be used to determine learning gains for each goal.	Does not include formative assessments. Even if necessary does not include adequate summative assessments.
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**Pre and Post Instruction Assessments and Scoring Guide:** Create pre-instruction assessment procedures and/or instruments to determine what prerequisite skills, content knowledge, and attitudes students have before you teach your lessons; and to what degree students attained the learning goals at the conclusion of the lessons. The content and skills measured in the assessment needs to address each learning goal. Because the pre and post assessments will be compared for individual students as well for the class, the assessments must allow for individual student and whole class results. Assessment methods should be valid, rigorous, and engaging. Include copies of the assessment tools, including all materials given to the students, and the scoring guide.

Where appropriate, the pre-instruction assessment will have two levels: (1) To assess student needs, interests and ideas prior to writing unit goals; and (2) to provide a baseline for determining progress on meeting the goals. Include copies of both the assessment and the scoring guide with clear criteria for three levels of student performance. Special consideration must be given to non- or emerging readers. Methods for determining level of skill or understanding may include KWLs (if individualized), recorded observations, individual interviews, checklists, rating scales, oral or written “tests” (scores on these are not counted in students’ grade).

The post-instruction assessment may take the form: a performance task, written papers, a written test, a portfolio, oral responses, a project, or teacher observation or interviews. It must be clearly connected to the pre-instruction assessment. Clearly describe the criteria used to evaluate the level of attainment of each goal for the post- instruction assessment tools.

Criteria should have at least three performance levels, can be quantitative (using points) or qualitative (using descriptive categories such as excellent, good, satisfactory, poor, or for ECE using emerging, proficient, strong) as it relates to each of the goals being assessed. For a test, you might use a scoring key (e.g., what points or credit was given for what answers). For written work, you might use a scoring guide such as the state writing rubric. For a performance task used as the post-instruction assessment, the scoring guide should list specific elements of the task you want to assess, and be clear to the students. The relationships of these elements to the pre-instruction assessment and learning goals should be clear in your assessment plan.

**K-1** – There should be two levels of assessment prior to instruction. The first is designed to help you understand the schemas, abilities and learning needs the students in your class have that are relevant to this unit. This assessment should help you set and/or refine unit goals and then develop and customize lessons for this specific group of students. The second assessment provides the baseline for determining student progress during the unit on each unit goal. An interview with one child at each level of proficiency as determined by your prior assessment is adequate.

5	3	1
Assessment validly and appropriately measures prior content knowledge and/or the students’ skills for all unit learning goals. Assessments are rigorous and engaging, and are tied to a realistic context, when possible. Indicates where unit goals are addressed. Assessments are designed to obtain assessment data on each student and in-depth data on at least three individuals (strong, proficient, and emerging). Post-instruction assessments validly measure each student’s learning gains.	Assessments measure prior content knowledge and/or skills and learning gains of students for most unit learning goals. Indicates where most unit goals are addressed in pre- and post-instruction assessment. Assessments are designed to obtain assessment data on whole class and in-depth data on at least three individuals (strong, proficient, and emerging).	Assessments do not measure prior content knowledge and/or skills and learning gains for unit goals. Assessments are not designed to obtain assessment information on whole class or at least three individual students.
Where appropriate, includes two levels of assessment.: (1) Assesses student needs, interests and ideas prior to writing unit goals: and (2) provides baseline for determining progress on each unit goal. Post-instruction assessment is clearly connected to pre-instruction assessment. Includes criteria and scoring scheme for judging quality of student work for each learning goal.	May evaluate student needs, interests and ideas; and provide a baseline for determining progress on each unit goal. Connection between pre-instruction and post-instruction assessment. Includes criteria for judging quality of student work for each goal.	Students’ needs, interests, and ideas are not evaluated. There is no connection between the pre and post instruction assessment. Assessments do not evaluate learning goals.

Includes scoring guide with clear criteria for three levels of student performance for each unit goal. Specific criteria related to learning goals are identified. Criteria language is consistent for each level.	Includes scoring guide for three levels of student performance. Criteria language related to learning goals may not be consistent for each level.	Does not include a scoring guide.
Special consideration is given to the scoring of assessments of non- or emerging readers and English-language learners. Clear evidence is collected for each learning goal for each student.	Some consideration is given to the scoring of non- or emerging readers and English-language learners. Specific criteria relate to goals and goals may not be identified.	No consideration is given to the scoring of non- or emerging readers and English-language learners. Little or no evidence is collected for each goal for each student.

**Performance Task and Scoring Guide:** Create a performance task. In a performance task, students apply their understanding of an appropriate learning goal(s) in an authentic activity. Examples of performance assessments are student-directed projects, presentations, or portfolios. The task must have a scoring guide that lists specific elements of the task you want to assess, the criteria used to evaluate levels of attainment, and a method for aggregating the individual elements into a score. The task must meet the following criteria:

*Validity* --The task should be credible in assessing the intended construct as indicated in the unit learning goals.

*Authenticity* --The task should address realistic problems and audiences and help students make meaningful connections to learning in the world outside school.

*Rigor and engagement* --The task should be appropriate to the experience and age of the students, yet should be enticing, engaging, and rich in feedback. It will allow the students to apply knowledge in a new way.

*Depth*—The task will offer a minimum of two ways for the students to demonstrate their knowledge and understanding.

5	3	1
<b>Valid</b> Task is valid and well connected to unit learning goals and benchmarks. Indicates where each goal is addressed.	<b>Valid</b> Task is valid and connected to some of the unit learning goals and benchmarks. Indicates where each goal is addressed.	<b>Valid</b> Task does not appear to be valid or connected to learning goals or benchmarks.
Other assessment measures are used to assess goal areas where task may not measure.	Other assessment measures are used to assess goal areas where task may not measure.	No other assessment measures are used to assess goal areas where task may not measure.
<b>Authentic</b> Task addresses realistic problems, a realistic audience, and makes meaningful connections.	<b>Authentic</b> Task and audience are somewhat realistic; purpose is somewhat contrived.	<b>Authentic</b> Task appears contrived. It does not address a realistic problem or audience.
<b>Rigorous and Engaging</b> Task is engaging and meaningful to students. Task requires students to show their “know how” (competence), not just their knowledge of the topic.	<b>Rigorous and Engaging</b> Task is somewhat engaging and meaningful to students. Task requires students to show either their knowledge or their “know how”, but not both.	<b>Rigorous and Engaging</b> Task is not engaging and meaningful to students. Task does not require students to show depth in knowledge or “know how”.
<b>Depth</b> Task contains at least two different methods for students to demonstrate their understanding. Identifies goals that are addressed.	<b>Depth</b> Task contains two methods for assessment of students, but one is not well-defined. Identifies goals that are addressed.	<b>Depth</b> Task contains only one method for assessment of students. May or may not identify goals.

## G. UNIT SEQUENCE

Create a schedule of your lessons that includes the day, lesson title, data and assessments to be collected, and major teaching/learning activities for each day. The plan should reflect a logical, developmental progression and sequence towards meeting unit goals and studying your critical question.

5	3	1
Schedule reflects lesson titles and major activities for each day.	Schedule reflects lesson titles for each day.	Schedule does not reflect lessons for each day.

## H. LESSON PLANS

Craft a minimum of eight daily lessons. Plans should be numbered by day, with time estimates for each section of the lesson. These plans will be evaluated on the following:

**Learning Objectives** – Objectives are clear, developmentally appropriate, focus on a range of cognitive levels, and specify what you want students to be able to do as a result of the day's learning activities. Across lessons, these learning objectives should clearly build toward the unit goals.

Objectives are not a listing of the learning activities.

5	3	1
Objectives are clear and appropriate, build toward unit goals, and specify what the students will be able to do at the end of instruction (behavior).	Objectives are clear and appropriate, build toward unit goals, and specify what the students will be able to do at the end of	Objectives do not seem to build toward the unit goals. Does not specify what the students will be able to do at the end of instruction

Includes a range of developmentally appropriate cognitive levels across the unit. Supports identified benchmarks.	instruction (behavior). Includes limited range of cognitive levels. Supports identified benchmarks.	(behavior). Objectives focus only on lower levels of thinking. Does not support identified benchmarks.
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**Instructional Skills** – Instructional skills include the following required lesson design elements: set, closure, checks for understanding during instruction, methods for engagement, and, where appropriate, other skills such as facilitating, making transitions, modeling, pacing, and wait time. It should be clear how students are hooked into the lesson and helped to see the purpose and the connection with prior learning. The lessons indicate how student learning is monitored and what feedback is given to students on their progress. Modeling and practice opportunities should be provided if appropriate. Includes evidence of differentiation. Lessons should engage students in closure, including some review if appropriate to ensure retention. Time estimates for each activity should be indicated. The materials used should be listed.

5	3	1
Lessons contain well-designed set and closure and other instructional skills where and when appropriate (e.g. modeling, monitoring, pacing, wait time). Includes how you check for understanding during instruction. Plans indicate appropriate methods used throughout lessons to determine whether students are engaged in the learning tasks and understanding the material.	Lessons contain set and closure. Other skills may be missing when their use is appropriate and a factor in the success of the lesson. Plans include some methods used to determine whether students are engaged in the learning tasks and understand the material.	Lessons do not contain set and/or closure. Do not include essential skills necessary to the success of the lesson.

**Learning Strategies** – Lessons actively involve students in a variety of strategies, appropriate to the objectives, content, and developmental level. The strategies used for student learning should be described clearly enough that a substitute could guide the lesson. The students will be actively engaged in the lesson and understand its purposes. Include how the lessons accommodate individuals with a range of styles and intelligences, interests, and abilities. During appropriate lessons include strategies for collaboration and higher level thinking. There should be some cooperative learning activities, small group work, and the use of learning centers in ECE.

5	3	1
Lessons actively involve students in variety of strategies, appropriate to the learning objectives, lesson content and developmental level. Strategies are consistently differentiated to the range of styles and intelligences students utilize for learning. Particular attention is given to strategies that support collaborative constructions of understanding and higher level thinking.	Lessons actively involve students in a limited variety of strategies, appropriate to the learning objectives, lesson content and developmental level. Strategies take into account the range of styles and intelligences students utilize for learning. Some attention is given to strategies that support collaborative constructions of understanding and higher level thinking.	Lessons do not actively engage students the majority of time. Variety of strategies is limited and often not appropriate to the content or objective. Strategies do not support the range of styles and intelligences students utilize for learning. Very little attention is given to strategies that support collaborative constructions of understanding and higher level thinking.

**Instruction and Lesson Sequence** – The sequence of activities within a lesson should be appropriate for the lesson objectives and lead toward attainment of those objectives. The sequence of lessons should clearly build toward attainment of the unit goals.

5	3	1
Sequence of instruction and activities within lessons is appropriate and consistently leads to understanding of objectives. Sequence of lessons consistently builds to understanding of unit goals. Plan includes clear, specific teaching steps.	Sequence of instruction and activities within lessons is appropriate and leads to understanding of objectives. Sequence of lessons builds to understanding of unit goals. Includes teaching steps.	Sequence of instruction and activities within lessons is not appropriate to lead to understanding of objectives. Sequence of lessons does not build to understanding of unit goals. Clear teaching steps may be missing.

**Assessment of Learning** – The methods used to assess whether students are actively engaged in the learning tasks and meeting lesson objectives are clear and appropriate for the lesson. They include how you check for understanding while you teach, how you provide the students with feedback that encourages them to evaluate and improve their work, and how you determine whether students have attained the objectives for the lesson.

5	3	1
Incorporates periodic checks for understanding. Clearly describes how it will be determined if most students have met lesson objectives. Clearly documents how students receive feedback is apparent.	Incorporates checks for understanding. Describes how it will be determined if most students have met lesson objectives. Documents how students are provided with some feedback.	Does not describe how it will be determined if students have met lesson objectives.

**Reflection on Lesson** – You will use pre- and post- reflections as an on-going analysis of student learning, classroom processes and management, and your critical question. Prior to the lesson, what do you anticipate will be the challenges and how do you plan to meet them? As you analyze, consider the following questions: what elements of the lesson worked and what would you do differently the next time? Were the students engaged throughout the lesson? Did your lesson meet the needs of all students? Did you see learning success? What resources were most useful? Discuss any incidents, emergent ideas, theories, or questions related to your critical question. You will write the reflection each day after teaching your lesson. (You may handwrite onto the Work Sample page.) Be sure to keep your reflections handy for analysis.

5	3	1
Written reflection shows careful overall analysis of lesson with thought given to its strengths and weaknesses. Discussion includes classroom management and learning strategies and skills. Includes suggested changes, pacing, level of difficulty, and evaluation procedures. Challenges are anticipated and plans to meet them are developed prior to the lesson.	Written reflection shows analysis of lesson with thought given to its strengths and weaknesses. Areas of instruction discussed are somewhat limited. Mentions classroom management and learning strategies and skills.	Written reflection is missing or does not show any real thought given to more than one aspect of the lesson.

### I. ACCOMMODATING INDIVIDUAL DIFFERENCES

**Description of Students and Classroom Setting:** Use the data from observations of your placement to write a useful description of your students' classroom, and school setting. When considering what information to include, remember that context matters—what elements of your teaching context matter to how you will understand your critical question and unit of instruction?

**Differentiation and Accommodation:** Describe and evaluate the manner in which your unit was differentiated to support the needs of individual learners. Give specific examples of what accommodations were made for individual differences in styles and intelligences, in interests, and in abilities? What flexibility did you provide for the group as a whole as well as for specific individuals? How did you differentiate for those students with special needs: those on individual education plans, those who are talented and gifted, English Language Learners?

5	3	1
Clearly describes and evaluates how the unit was differentiated for students. Supports the description and evaluation with several specific examples of how lessons were differentiated for a range of styles and intelligences, interests, and abilities.	Describes how the unit was differentiated for different learning styles and intelligences, interest and readiness. Gives some examples.	Includes general statements about addressing learning styles and intelligences, but does not give examples.
Examples also indicate how lessons were differentiated for working effectively with students with special needs: I.E.P. and Learning Disabled, Talented and Gifted, Low Socio-Economic Status and English Language Learners. Includes attributes and strategies for working with students with individual needs.	Gives some examples of differentiated lessons for working effectively with students with special needs: I.E.P. and Learning Disabled, Talented and Gifted, Low Socio-Economic Status and English Language Learners. Includes some attributes and strategies for working with students with individual needs.	Includes general statements about working effectively with students with special needs, but nothing specific. Does not include attributes and strategies for working with individual needs.

### J. PROMOTING CULTURAL COMPETENCE

Describe how you promote cultural competence for all students.. How does the action research you have incorporated into your unit of instruction promote your growth in becoming a critically competent educator? Include how you incorporated several or all of the following characteristics of culturally responsive teaching in your lessons:

- collaborating with parents and families to nurture and support competence in home and school cultures,
- communicating high expectations,
- including instructional strategies that correspond with the norms and values of culture(s),
- engaging students in cooperatively developed and community-oriented learning,
- integrating diverse ways of knowing, understanding, and representing knowledge
- connecting students' cultural backgrounds and personal experiences to the acquisition of new knowledge and skills.

If appropriate, give examples for specific individuals.

5	3	1
<p>Displays respect and provides support for the diversity of student cultures and backgrounds by including several or all of the characteristics of culturally responsive teaching: collaborating with parents and families to nurture and support competence in both home and school cultures; communicating high expectations; including instructional strategies that correspond with the norms and values of culture(s); engaging students in cooperatively developed and community-oriented learning; integrating diverse ways of knowing, understanding, and representing knowledge; connecting students' cultural backgrounds and personal experiences to the acquisition of new knowledge and skills, and careful attention paid to possibilities of bias or prejudice during instruction. Includes evidence of attention to issues of equality of opportunity and equitable approaches to teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Recognizes and accommodates the diversity of student cultures and backgrounds. Includes some characteristics of culturally responsive teaching.</li> <li>• Some attention paid to possibilities of bias or prejudice during instruction. Includes some evidence of attention to issues of equality of opportunity or equitable approaches to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to recognize or support the diversity of student cultures and backgrounds.</li> <li>• Little or no attention paid to possibilities of bias or prejudice during instruction. Little or no mention of attention to equality of opportunity or equitable approaches to teaching and learning.</li> </ul>

### K. CROSS-CURRICULAR INTEGRATION

Include descriptions and examples of cross-curricular or thematic connections/integration into the unit or how the material was connected to other areas of school or life. Describe examples of literacy instruction. It is important that the work sample include some cross-curricular integration either within or across individual lessons. This can range from the development of individual learning centers to the entire structure of your work sample.

The description should respond to the following questions:

- What instructional practices did you employ related to reading/writing (literacy) in your work sample?
- What strategies did you use?
- Which were most effective?
- What special challenges did you face related to reading in your content area?

ECE Expressive Arts - Each work sample must include the use of expressive arts as a means of fostering student learning or as a tool for student expression. Fostering creativity is the key; not reproducing teacher produced craft projects. The medium for expressing and learning can be art projects as well as music and movement including songs, dances, quiet listening, composing, etc. Active participation should be encouraged over passive reception. If classroom does not permit centers, provides a detailed description of how centers would be used in this lesson/unit.

5	3	1
<p>Clearly describes specific examples of literacy instruction. The following questions were answered in describing literacy instruction:</p> <ul style="list-style-type: none"> <li>• What instructional practices did you employ related to reading/writing (literacy) in your work sample?</li> <li>• What strategies did you use?</li> <li>• Which were most effective?</li> <li>• What special challenges did you face related to reading in your content area?</li> </ul> <p>In addition, specific examples of cross-curricular or thematic integration/connection to other subject areas were included, where and when appropriate.</p>	<p>Describes examples of literacy instruction. Most of the following questions were answered:</p> <ul style="list-style-type: none"> <li>• What instructional practices did you employ related to reading/ writing (literacy) in your work sample?</li> <li>• What strategies did you use?</li> <li>• Which were most effective?</li> <li>• What special challenges did you face related to reading in your content area?</li> </ul> <p>In addition, some examples of cross-curricular or thematic integration/ connection to other subject areas were included, where and when appropriate.</p>	<p>Alludes to literacy instruction, integration with other subject areas in very general terms.</p>

#### Required only for ECE

5	3	1
<p>Includes a number of opportunities for students to learn and/or express themselves through a variety of artistic modalities. Describes appropriate use of learning centers and employs centers in a lesson, where possible. Includes cross-curricular integration within or across lessons. If classroom does not permit centers, provides a detailed description of how centers would be used in this lesson/unit.</p>	<p>Includes a few opportunities for students to learn and/or express themselves through a variety of artistic modalities. Describes appropriate use of learning centers. Includes an example of cross-curricular integration in a lesson.</p>	<p>Includes almost no opportunities for students to learn and/or express themselves through a variety of artistic modalities. Any opportunities tend to be controlled or scripted. Does not describe lesson centers. Does not describe cross-curricular integration.</p>

**L. APPLICATIONS OF TECHNOLOGY AND MULTIMEDIA – Include appropriate applications of technology**

You may use video or audio tapes, computerized learning materials or activities, or computer-based learning projects. If your school does not have these materials available, you must still explicitly describe how you would have utilized these materials if they would have been available. Where possible, your focus should be on moving beyond presentation tools in order to support higher level thinking and learning. Avoid perfunctory uses such as electronic worksheets.

5	3	1
Includes a variety of appropriate and pedagogically powerful strategies for applying technology to support student thinking and learning.	Includes appropriate and thoughtful strategies for applying technology to support student learning.	Limited number of uses of technology. Uses may be of limited benefit to student learning.

**M. COMMUNICATION AND FEEDBACK**

Keep a log of any written or oral contacts with home and samples of letters or notes sent, including other teachers, counselors, and specialists. It is important to send correspondence home to parents describing your work sample and what you are doing in class with the students. Indicate what feedback you gave to students, and when you gave it, throughout the unit to help them progress toward the unit goals.

5	3	1
Includes multiple written or oral contacts with students, other staff members, counselors and specialists and home and samples of letters, notes and progress reports sent. A narrative clearly describes notes, contracts, progress reports, class blog, etc.	Includes adequate written or oral contacts with students, other staff members, counselors and specialists and home and samples of letters, notes and progress reports sent. A narrative describes some notes, contracts, progress reports, class blog, etc.	Does not include written or oral contacts with students, other staff members, counselors and specialists or home or samples of letters, notes, progress reports, class blog, etc. sent.

**N. ANALYSIS OF SUMMATIVE ASSESSMENT DATA FOR THE CLASS AS A WHOLE**

For each learning goal:

- In a chart or graphic representation display the level of understanding or competence each student demonstrated on the pre- and post-instruction assessments and the authentic performance task. Include a narrative with clear pre- and post-instruction assessment data for the whole class. It should be clear from your assessment plan what pre- and post-instruction assessment tools were used to assess each goal;
- Summarize the learning gains on each goal for the class as a whole (for ECE, when appropriate) using a narrative or graphic aids (such as a bar graph or a pie chart that indicate the percentage of students who are at different levels of attainment on the pre- and post-instruction assessment);
- Discuss the results of your assessment for the class as a whole. Include reference not just to the pre- and post-instruction assessments but to the formative and authentic performance task assessments, as well as any other data you collected. What were the learning gains and to what factors do you attribute the learning? In general, did students make appropriate learning gains? Did they gain more on some learning goals than others? Were there differences among students in levels of attainment? Why? Can you generalize about the students who learned more or less than others? Explain why some students did not attain your learning goals (absent much of the unit, learning goals too ambitious, environmental interruptions, unclear purposes or teaching, lack of motivation, assessment did not accurately reflect the extent of understanding.) *Relate this analysis to your CQ as appropriate.*

5	3	1
Displays understanding of each student’s learning gains between the pre-assessment and post-instruction assessments and on the authentic performance task. Shows the level of understanding of each student on the pre- and post-instruction assessments and on the authentic performance task. Where appropriate uses a graphic representation to show learning gains on each goal for the class as a whole. For ECE include a narrative with clear pre- and post-instruction assessment data for the whole class.	Addresses learning gains between the pre-assessment and post-instruction assessments for each learning goal in terms of level of understanding or skill. May refer to the scoring guide. Describes the learning gains of the class as a whole.	Does not address learning gains for each learning goal in terms of level of understanding or skill.
In narrative, interprets and explains the learning gains or lack of for each learning goal, in terms of level of understanding or skill for class as a whole. Includes all other information used (formative assessments) to help determine learning gains. May refer to the scoring guide. Addresses reasons for the learning gains.	Discusses learning gains in a narrative and where appropriate is supported by a graphic summary. In narrative, interprets and explains the learning gains or lack of for each learning goal, in terms of level of understanding or skill for class as a whole.	Does not discuss learning gains in a narrative.



## O. ANALYSIS OF SUMMATIVE ASSESSMENT DATA FOR SELECTED STUDENTS

Discuss the results of your data collection for at least three selected students who represent abilities at the emergent, proficient, and strong levels as identified at the beginning of the unit through a discussion with the mentor teacher. What were the learning gains and to what do you attribute the learning? Reflect on the growth in the student's understanding given where the student was at the beginning of the unit. Give a brief profile of the student and include samples of student work. Relate these analyses to your CQ as appropriate.

ECE – Discuss the different levels in language, social, emotional and psychomotor development, if appropriate.

5	3	1
Data is presented for at least three students (strong, proficient, emerging). Learning gains, or lack of, are thoroughly discussed for each student. Includes at least two samples of student work from each student.	Data is presented for three students (strong, proficient, emerging). Learning gains, or lack of, are discussed for each student.	Data may not be presented for each of three students, and learning gains may not be discussed.
Thoughtful consideration is given to reasons for assessment results. These may include brief profile of students, description of content(s), and variety of instructional settings (group work, individual, direct instruction, one-on-one). May address perceived achievement of identified benchmarks.	Consideration is given to reasons for assessment results.	Consideration given for assessment results is not backed up by supportive data.
ECE – Thoroughly discusses the different levels in language, social, emotional, and psychomotor development, if appropriate.	ECE – Adequately discusses the different levels in language, social, emotional, and psychomotor development, if appropriate.	ECE – Does not adequately discuss the different levels in language, social, emotional, and psychomotor development, if appropriate.

## P. SUMMATIVE INTERPRETATION

**Interpretation of Unit Planning and Teaching:** Articulate a thorough interpretation of the process of planning and implementing your work sample unit. Within the analysis, you should include: the unit content and design, the lesson plans, assessments, and classroom management. More specifically, (1) explain the reasoning that shaped your decisions as you planned the unit and the individual lessons (context matters); (2) include managing materials and procedures as well as your management practices for students including the modifications you made; (3) reflect on pacing of lessons and variety in instruction; (4) explain how instruction was adjusted and differentiated in response to students' abilities, needs, feedback, and interests; (5) discuss how you will use the assessment data and information from your reflection on individual lessons for future planning and instruction after considering what worked well and how could you have achieved better results. From these reflections, explain what you can conclude about your instruction and the students' learning experience: what insights did you gain from teaching this work sample that you can apply to the development of subsequent units? Discuss your areas of strength and areas of growth as a teacher, thoroughly demonstrating deep reflection and insights.

**Interpretation of Critical Question:** Synthesize your action research work and critical question and develop one or more synthesis statements about your critical question and include them here. Deconstruct your interpretations. What might be useful about your interpretations? What may be dangerous? In what ways does your work represent trustworthy student teacher-action research through including *thick data*, *multiple perspectives*, *sense of connection*, and *meaningful action*. Note that it is unlikely that your work will be equally strong in all criteria for trustworthiness. Then, explain how your action research work influenced and grounded your process of becoming a teacher, demonstrating reflexivity and re-examination of assumptions.

**Next Steps:** Describe your next steps in becoming a teacher-action researcher.

5	3	1
Articulates thorough analysis of the following: Unit Design and Content, Lesson Planning and Implementation, Assessment, and Classroom Management. Includes discussion of pacing of lessons, organization and classroom management practices, including successes and frustrations, and how insights from learning gains inform future instruction.	Articulates analysis of the following: Unit Design and Content, Lesson Planning and Implementation, Assessment, and Classroom Management. Includes discussion of pacing of lessons, organization and classroom management practices, including successes and frustrations.	Mentions, but does not analyze design and implementation of lessons, assessments and selected content of unit. Mentions strengths and weaknesses, but does not suggest changes. Mentions, but does not discuss pacing, organization, and management.
Deep reflection carefully considers students' learning experiences throughout the unit and discusses how teaching was adjusted in response to students' abilities, needs, feedback, and interests. Explains how insights from teaching this work sample will be used when planning future instruction.	Reflection considers some of students' learning experiences and how teaching was adjusted. Addresses how teaching was adjusted in response to students' abilities, needs, feedback, and interests.	Minimal or no discussion of adjustments made as a result of student responses or feedback.
Critical question and action research are thoughtfully synthesized. Work constitutes trustworthy action research by demonstrating thick data, multiple perspectives, sense of connection, and meaningful action. Action research work influences and grounds the process of becoming a teacher.	Critical question and action research are adequately addressed. Work has some elements of trustworthy action research (thick data, multiple perspectives, sense of connection, and meaningful action) but is deficient in one or more areas. Action research work influences and grounds the process of becoming a teacher.	Critical question and action research are treated insufficiently. Work is lacking in thick data, multiple perspectives, sense of connection, and meaningful action.
Identifies and discusses areas of strength as a teacher and areas for growth.	Identifies and briefly discusses areas of strength as a teacher and areas for growth.	Overall assessment is missing.

#### Q. RESOURCES

Include a list of resources used while planning and implementing the unit of instruction, as well as other potential resources in that topic area. If possible, include texts, teacher reference books, books, curriculum guides, resource people, field trip sites, technology resources (such as films, prints, maps, models software, videodiscs, websites, etc.), and any other special materials for extensions and accommodations that might be useful for teaching this unit. Include a bibliography of relevant professional resources related to your critical question.

Met	Met	Not Met
A bibliography of resources includes a wide variety of teacher and student materials that support lesson objectives and provide for extended investigation. May include potential resources to use in the future.	Resources include a variety of teacher and student materials that support lesson objectives and provide for limited extensions.	Resources indicate very few teacher or student materials, with heavy adherence to textbooks/prepared materials.

#### R. OVERALL PRESENTATION

The work sample should be presented as a finished product, with careful attention to the quality of the writing. It should include a title page, numbered pages, and table of contents. There may be some handwritten material included if that is appropriate.

5	3	1
Work sample is presented in listed order, and includes title page, numbered pages or tabs and table of contents. Exceptional skill in writing, editing, and presenting work is demonstrated.	Work sample is presented in listed order. Includes title page. Careful attention to writing conventions is demonstrated.	May not be presented in listed order and title page and table of contents may be missing. Contains some errors in writing conventions.