

**Work Sample Unit Planning 2010-11  
Evaluation**

Name of student \_\_\_\_\_ Grade level \_\_\_\_\_

Unit title \_\_\_\_\_

**Scoring Guide**

This scoring guide has a 3 point scale, with a 2 assigned to a presentation which represents work of a student who is making suitable progress on the development of this Work Sample. A 3 is reserved for work at a level of quality beyond the expected. A 1 indicates the work is incomplete or does not respond to the task.

Students must score a 2 on **each** Prompt within **each** Task in order to pass the Work Sample. Students who receive a 1 will revise until they receive a 2.

**Scoring Guide**

**Who are my students?**

**Task 1**

In this section, the candidate explains the context of the school and the class(es) for which s/he is developing the unit. In addition, s/he focuses on learners with special needs, TAG learners, ESOL learners, and learners with diverse cultural and social backgrounds.

Score	Prompt A.	Explanation, if a 1.
3	Consider community factors which may influence instruction. Consider school and community resources that support the students and their families and may help in your unit development	
2		
1		

**Score:**

Exceeds standard: The candidate has a comprehensive description of the characteristics of the community which will affect learning and supports with data and/or specific information.

Meets standard: The candidate describes the community with enough satisfactory information to plan for student learning.

Does not meet standard: The candidate's description is inadequate; there is not enough information to plan for student learning.

Score	Prompt B.	Explanation, if a 1.
3	Address student characteristics of both the school and your classroom that you must consider as you plan instruction and assess learning. Include appropriate factors (e.g., as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles, or skill levels). In your discussion, address students' skills and prior learning, e.g., as measured on assessments, that may influence the development of your goals, instruction, and assessment	
2		
1		

Exceeds standard: The candidate has a comprehensive description of the student characteristics that will affect learning and supports with data and/or specific information.

Meets standard: The candidate describes the student characteristics with enough satisfactory information to plan for student learning.

Does not meet standard: The candidate’s description is inadequate; there is not enough information to plan for student learning.

Score	Prompt C.	Explanation, if a 1.
3	Address how the classroom and school characteristics will influence your planning with specific reference to <b>at least two</b> characteristics and how you have planned for these.	
2		
1		

Exceeds standard: The candidate has a comprehensive description of the contextual characteristics that will affect student learning.

Meets standard: The candidate describes the contextual characteristics with enough satisfactory information to plan for student learning.

Does not meet standard: The candidate’s description is inadequate; there is not enough information to plan for student learning.

#### Summary of Task 1

Prompt	Score/Date	Score/Date	Score/Date
A. Community/school			
B. Student			
C. Planning			

**Total Score:**

#### Scoring Guide

#### What will the students learn? How will students demonstrate their learning?

##### Task 2

In this section, you will plan the unit, including the general goals for the unit, the assessments, and the daily plans for instruction. Within the unit overview, you will describe the goals you want the students to achieve. Such goals focus both on student attainment of concepts as well as student application of knowledge and skills. You will create an assessment plan to collect evidence of student learning and analyze the evidence in order to describe what the students learned.

Within each of the daily lesson plans, the candidate describes specific instructional plans to accomplish student’ learning goals. Furthermore, the candidate describes the ways s/he will differentiate instruction to accommodate the range of learners described in the community and classroom context. In addition, the candidate will integrate literacy instruction into the lessons.

Score	Prompt A.	Explanation, if a 1.
3	Learning goals. List the learning goals that guide the unit planning, delivery, and assessment:	
2		

1	<ul style="list-style-type: none"> <li>i. a range of cognitive outcomes, especially at the higher level of Bloom’s Taxonomy</li> <li>ii. alignment of the goals with the state standards/benchmarks.</li> <li>iii. an overview of your unit through a visual organizer such as a calendar or outline to make the plan clear with goals for each lesson.*</li> </ul> <p>*Include the topic or activity you are planning for each day/period. Also identify the goal(s) you address in each lesson. Make sure that every goal is addressed in the unit</p>	
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Exceeds standard: The candidate sets significant, challenging, varied, and appropriate learning goals which reflect several types or levels of learning and are aligned with the state standards. The visual is clear and shows a direct relationship between the goals and the learning activity.

Meets standard: The candidate sets varied and appropriate learning goals aligned with the state standards. The visual is clear and shows a link between the goals and the learning activity.

Does not meet standard: The candidate has written learning goals and listed the state standards. The visual is clear and includes the goals and the learning activity.

Score	Prompt B.	Explanation, if a 1.
3 2 1	<p><b>Describe</b> in detail how you will assess <u>each learning goal</u> both formatively and summatively, to evaluate student learning; formats of the assessments; and adaptations for individual needs if necessary. The major learning for each goal must be included on a pre and post test. Include copies of the pre/post assessments and the criteria you will use to score them.</p>	

Exceeds standard: The candidate describes multiple assessment modes and approaches clearly aligned with learning goals and congruent with the goals’ content and complexity. The plan assesses student performance throughout the instructional sequence. The plan explains how the candidate will adapt the assessments to meet the individual needs of students. The pre/post-tests and criteria are included.

Meets standard: The candidate describes multiple assessment modes and approaches clearly aligned with learning goals. The plan assesses student performance throughout the instructional sequence. The plan explains how the candidate will adapt the assessments to meet the individual needs of students. The pre/post-tests and criteria are included.

Does not meet standard: The candidate’s description is inadequate and unclear.

Score	Prompt C.	Explanation, if a 1.
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3 2 1	<p>Daily plans. Describe the unit lessons clearly enough that a substitute could teach the lesson and in a format that includes</p> <ul style="list-style-type: none"> <li>○ Benchmark/goal</li> <li>○ one or more objectives that implement the goals,</li> <li>○ an introduction (set), body which includes a variety of instructional strategies/ techniques appropriate to the content and the students as described in the context and a literacy application where appropriate,</li> <li>○ assessment of student learning during and following the activity,</li> <li>○ materials/technology you will need to implement the activity,</li> <li>○ closure</li> <li>○ reflection on each lesson (did students meet objective? How do you know? What in the lesson helped that understanding?)</li> </ul>	
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Exceeds standard: The candidate creates an instructional design that includes all items above; is logically organized to move students toward achieving the learning goals and includes variety across instruction, activities, assignments, and resources; and reflects the contextual factors and pre-assessment data. The focus of the content is congruent with the big idea or structure of the discipline.

Meets standard) The candidate creates an instructional design that includes all items above; is logically organized to move students toward achieving the learning goals; includes variety; and reflects the student characteristics and pre-assessment data.

Does not meet standard: The candidate’s design is inadequately described and does not have all of the items listed above. Each lesson appears to be a stand alone activity rather than a part of a larger unit which leads to students achieving the learning goals. The instructional variety may not reflect the student characteristics and needs.

#### Summary of Task 2

Prompt	Score/Date	Score/Date	Score/Date	
A. Learning goals				
B. Assessment Plan				
C. Daily Plans				

**Total score:**

#### Scoring Guide

**To what extent have I achieved my purpose?**

#### Task 3

You will make use of the student learning evidence and your own analysis to hypothesize how you will modify your subsequent instruction. In addition, you will explain how you used the analysis to communicate with students, parents, mentor teacher, and supervisor.

Score	Prompt A.	Explanation, if a 1.
3 2 1	Summarize the learning gains for individual students and for the whole class on each goal using a visual organizer to illustrate individual learning on the pre and post-test. (Remove student names)	

Exceeds standard: The candidate presents the pre- and post-teaching data for both the whole class and the individual students in such a way that the reader can clearly see the relationship between the results and the learning goals. The analysis is aligned with each of the learning goals.

Meets standard: The candidate presents the pre- and post-teaching data on each goal for both the whole class and the individual students.

Does not meet standard: The candidate presents the pre- and post-teaching data for both the whole class and the individual students. The relationship between the results and the learning goals is unclear.

Score	Prompt B.	Explanation, if a 1.
3 2 1	Select the learning goal with which your students were most successful. Using all data for that goal, analyze your lessons for possible reasons for the students' success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors <i>under your control</i> .	

Exceeds standard: The candidate uses evidence drawn from analysis of student learning to explore multiple hypotheses for why students met certain learning goals. The candidate draws from activities, assessments, and contextual factors to provide plausible reasons (based on theory or research) for student success. In addition, the candidate logically connects learning goals, assessment, and instruction to support the analysis.

Meets standard: The candidate uses evidence drawn from analysis of student learning to explore reasons for why students met certain learning goals. The candidate identifies activities, assessments, and contextual factors to provide plausible reasons for student success.

Does not meet standard): The candidate describes the connection between learning activities and the learning goal.

Score	Prompt C.	Explanation, if a 1.
3 2 1	Select the learning goal with which your students were less successful. Using all data for that goal, analyze your lesson plans and your reflections for possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors <i>under your control</i> .	

Exceeds standard: The candidate uses evidence drawn from analysis of student learning to explore multiple hypotheses for why students did not meet certain learning goals. The candidate draws from activities, assessments, and contextual factors to provide plausible reasons (based on theory or research) for lack of student success. In addition, the candidate logically connects learning goals, assessment, and instruction to support the analysis. The candidate uses that discussion to redesign

learning goals, assessment, and/or instruction and explains why these modifications would improve student learning.

Meets standard: The candidate uses evidence drawn from analysis of student learning to explore reasons for why students did not meet certain learning goals. The candidate identifies activities, assessments, and contextual factors to provide plausible reasons for lack of student success. The candidate uses that discussion to redesign learning goals, assessment, and/or instruction and explains why s/he chose these modifications.

Does not meet standard: The candidate describes the connection between learning activities and the learning goal. The candidate explains how s/he would change instruction next time.

Score	Prompt D.	Explanation, if a 1.
3	Communication. Describe how the candidate uses the interpretations of student learning to inform students, their parents, mentor, and supervisor.	
2		
1		

Exceeds standard: The candidate explains how s/he will provide for parents and students a detailed visual and written explanation of the relationship between classroom learning activities and the assessment (formative/summative) results. This explanation will demonstrate how the candidate and the student/parent will work together as partners to plan for the student’s successful learning.

Meets standard: The candidate explains how s/he will provide for parents and students a detailed visual and written explanation of the relationship between classroom learning activities and the assessment (formative/summative) results

Does not meet standard: The candidate presents the pre- and post-teaching data for the student.

Score	Prompt E.	Explanation, if a 1.
3	Reflect on the experiences and insights you gained from planning and implementing this unit. What did you learn and begin to understand about yourself as a teacher and students as learners? How might you expand on these reflections and new understandings to impact your own teaching and your students’ learning in the future? What kinds of new learning opportunities for yourself might you pursue?	
2		
1		

Exceeds standard: The candidate’s analysis grows out of the lesson and unit evaluations and is supported with detailed examples. The candidate uses the analysis to develop plans for his/her own growth as a professional and offers ways to gain future knowledge and understandings.

Meets standard: The candidate’s analysis grows out of the lesson and unit evaluations and refer to examples. The candidate uses the analysis to develop plans for his/her own growth as a professional.

Does not meet standard: The candidate describes the connection between the unit and lessons and her/his learning. The candidate explains how s/he would change instruction next time.

### Summary for Task 3

Prompt	Score/Date	Score/Date	Score/Date
A. Report on assessments			
B. Analysis 1			
C. Analysis 2			
D. Communication			
E. New learnings			

Total score:

### Summative Evaluation

Students must receive a 2 on each Prompt in each Task in order to Pass. The signature of the evaluator indicates a *Pass* on Evidence of Effectiveness as defined in OAR 584-017-0185.

Signature of evaluator \_\_\_\_\_

Date \_\_\_\_\_ Revised 5/9/2011

### **OARs related to Work Samples (Unit Planning)**

584-017-0185 Evidence of Effectiveness

- (1) The unit assures that candidates provide evidence of effectiveness to foster student learning.
- (2) Each student teacher preparing for an Initial Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, one work sample must be completed for each authorization level. Work samples include:
  - (a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered.
  - (b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;
  - (c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);
  - (d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;
  - (e) Interpretation and explanation of the learning gains, or lack thereof; and
  - (f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.
  - (g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.