

Course: **EDPE 4340** Section: **L83** Level: **Elementary Education**  
 Profesor: **Elba González**  
**N = 9 completers (registered 10)**

**Teacher Work Sample Revised Rubric**

**Section I. Contextual Factors and Adaptation to the Learning Environment – The candidate uses information about the learning and teaching context and student’s individual differences to set learning goals, plan instruction and assess learning.**

Criteria	Unacceptable	Acceptable	Target
<b>1. Knowledge of Community, School and Classroom Factors</b>  <b>ACEI - 5.2</b>			9
<b>2. Knowledge of Characteristics of Students</b>  <b>ACEI - 1.0</b>			9
<b>3. Knowledge of Students’ Varied Approaches to Learning</b>  <b>ACEI 3.2</b>			9
<b>4. Knowledge of Students’ Skills and Prior Learning</b>  <b>ACEI – 3.2</b>			9
<b>5. Implications for Instructional Planning and Assessment</b>  <b>ACEI – 4.0</b>			9

**Section II. Learning Objectives – The candidate sets significant, challenging, varied and appropriate learning goals.**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1. Significance, Challenge and Variety</b>  <b>ACEI 3.1</b>			9
<b>2. Clarity</b>  <b>ACEI – 3.1</b>			9
<b>3. Appropriateness for Students</b>  <b>ACEI - 3.1</b>			9
<b>4. Alignment with National, State or Local Standards and Grade level expectation will be evaluated according to the discipline candidates teach.</b>  <b>ACEI – 2.1 – 2.4</b>			9
<b>4a. Aligned with national, state and local Spanish standards and Grade level expectations.</b>  <b>ACEI - 2.1</b>			9
<b>4b. Aligned with national, state and local Science standards and Grade level expectations.</b>  <b>ACEI – 2.2</b>			9
<b>4c. Aligned with national, state and local Mathematics standards and Grade level expectations.</b>			9

<b>ACEI 2.3</b>			
<b>4d. Aligned with national, state and local Social Studies standards and Grade level expectations.</b>  <b>ACEI 2.4</b>			9

**Section III. Learning Assessment Plan – The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning, before, during and after instruction.**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1. Alignment with Learning Objectives and Instruction</b>  <b>ACEI 4</b>			9
<b>2. Clarity of Assessment Criteria and Standards for Performance</b>  <b>ACEI 4</b>			9
<b>3. Multiple Assessment Modes and Approaches</b>  <b>ACEI - 4</b>			9
<b>4. Technical Soundness</b>  <b>ACEI 4</b>			9

<b>5. Adaptations Based on the Individual Needs of Students</b>  <b>ACEI - 4</b>			9
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**Section IV. Instructional Design and Teaching - The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1. Alignment with Learning Goals</b>  <b>ACEI 3.1</b>			9
<b>2a. Accurate Representation of the Spanish Content</b>			9
<b>2b. Accurate Representation of the Science Content</b>			9
<b>2c. Accurate Representation of the Mathematics Content</b>			9
<b>2d. Accurate Representation of the Social Studies Content</b>			9
<b>3. Lesson and Unit Structure</b>  <b>ACEI 3.1</b>			9

<b>4. Use of a variety of Instruction, Activities, Assignments and Resources</b>  <b>ACEI 3.1</b>			9
<b>5. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</b>  <b>ACEI 3.1</b>			9
<b>6. Integration of Technology to enhance instruction</b>  <b>ACEI 3.5</b>			9

**Section V. Decision Making During the Teaching Process - The candidate uses on-going analysis of student learning to make instructional decisions.**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1. Comprehensive Professional Practice</b>  <b>ACEI – 5.1</b>			9
<b>2. Modifications Based on Analysis of Student Learning</b>  <b>ACEI 5.1</b>			9

<b>3. Congruence          Between          Modifications and          Learning Goals</b>  <b>ACEI 5.1</b>			9
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**Section VI. Analysis of Students Learning Results (Outcomes) The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1. Clarity and            Accuracy of            Presentation</b>  <b>ACEI 5.1</b>			9
<b>2. Alignment with            Learning            Objectives</b>  <b>ACEI 5.1</b>			9
<b>3. Interpretation of            Data</b>  <b>ACEI 5.1</b>			9
<b>4. Evidence of            Impact on Student            Learning</b>  <b>ACEI 5.1</b>			9
<b>5. Candidates            collaboration with            families to promote            student's progress</b>  <b>ACEI 5.2</b>			9

**Section VII. Reflection and Self-evaluation of the Teaching Process – The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1. Interpretation of outcomes of Student Learning</b>  <b>ACEI 5.1</b>			9
<b>2. Insights on Effective Instruction and Assessment</b>  <b>ACEI 4</b>			9
<b>3. Alignment Among Goals, Instruction and Assessment</b>  <b>ACEI 4</b>			9
<b>4. Implications for Future Teaching</b>  <b>ACEI 4</b>			9
<b>5. Implications or Professional Development</b>  <b>ACEI 5.1</b>			9