

Candidate Work Sample Rubric Formative

Candidate's Name: _____ SID #: _____

Certification Program/Teacher: _____

Faculty Responsible for Collection: _____

Circle One: EC-4 4-8

Date: _____

CATEGORY	EXEMPLARY 3	ACCEPTABLE 2	UNACCEPTABLE 1	SCORE
Pre-Assessment	The candidate selects or designs high quality pre-assessment instruments/procedures which provide useful instructional information that is related to the targeted objectives and appreciates individual variation in student learning. The pre-assessment instruments/procedures provide useful information from several sources which direct the process. The pre-assessment data is recorded using technology in such a manner that it is easily used. The pre-assessment strategy is useful and practical for collecting the needed information.	The candidate selected or designed a pre-assessment instrument or procedure which provided useful information and was related to the targeted objectives and appreciates individual variation in student learning.. The pre-assessment data provided important and useful information to guide planning. The pre-assessment data was recorded using technology.	The candidate's pre-assessment instrument/procedure does not provide useful information to guide instruction. There is no clear relationship between information gathered and the objectives of the plan. The documentation of the information gathered is not recorded in a useful manner.	
Implementation of Instruction or Plan	Based on pre-assessment, the candidate plans appropriate, well-structured, and creative activities, that are aligned with the targeted objectives and offer instructional opportunities that are adapted to diverse learners. Candidates incorporate technological resources throughout the process of planning and implementation, resulting in students using technology effectively . The implementation of the plan results in highly engaged participants and objectives being met .	Based on pre-assessments, the candidate plans appropriate activities which align with targeted objectives and offer instructional opportunities that are adapted to diverse learners. . Candidate's and student's use of technological resources is evident in planning and implementation.	The candidate does not base the plan on the pre-assessment. There is no clear relationship between targeted objectives and activities. Technology is not used adequately nor is it's use promoted with the students.	

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Recording / Documentation of Assessment	Assessment data is recorded using appropriate technology so that data can be manipulated as needed. Lists, charts, graphs or other views of the data are provided.	Assessment data is recorded using technological resources. The recording process is complete, useful and meaningful.	The assessment is either not recorded or is not useful. Use of technology is not evident.	
Reflection	The candidate shows evidence of analyzing, evaluating, and contemplating the effects of the planned instruction. There is reflective evidence regarding the integration of knowledge of the learner, candidate dispositions, content, and the needs of diverse learning including English language learners. The reflection provides the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth are a result of the reflective process. This reflection will provide impetus leading to reframing the situation and engaging in appropriate future planning.	The candidate provides evidence of appropriate conclusions based on the analysis of learning. The candidate identifies successful and unsuccessful activities/assessments and provides plausible reasons for their success or lack of success. The needs of diverse learners, including English language learners, are considered. Professional development goals are appropriate and based on insights gained from reflection.	The Candidate provides little evidence of achievement of objectives. Statements and conclusions are not based on critical analysis. The candidate provides limited evidence of best practices and assessment. There was little or no rationale for why some assessments and activities were more successful than others. The candidate does not include goals for professional growth that are based on the experiences of the sample.	
Future Plans	The candidate shows in-depth analyses of assessments/reflections and uses this knowledge to modify or develop a comprehensive future plan. The candidate uses appropriate technology to analyze assessment data and reflections. The candidate designs future plans that encompass all targeted goals.	The candidate designs appropriate next steps using assessment and reflective data.	The candidate makes a future plan with little or no evidence of assessment or reflective data. The plan does not match the targeted objectives, use information gained for modification nor suggest appropriate ideas for redesign.	

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Impact on PK-12 Learning	<p>Learning profiles are well-developed, complete, and accurate. The candidate evaluates how each individual and subgroup has performed on each objective/outcome and compiles the data for analysis and evaluation using appropriate technology. Candidate utilizes data tables, charts, graphs, etc. to identify needs of the learners and to plan future assessment. Candidate can document and explain student outcomes and clearly shows impact on PK-12 learning by assessing outcomes and the degree of growth. The candidate's reflective analysis is based on data and is accurate and insightful.</p>	<p>After examining pre and post assessments, the candidate uses technology to provide evidence in the form of data tables, charts, graphs, etc. The candidate provides reflective analysis showing impact on PK-12 learning. Learning profiles provide accurate and complete information based on data. The candidate provides data for the achievement of sub-groups, whole-groups and for individual students.</p>	<p>The candidate provides limited data on the achievement of the objectives. Analysis of data is either not evident, inaccurate, incomplete or based on impression rather than data.</p>	
			TOTAL RUBRIC SCORE	
			OVERALL TOTAL SCORE	

3 = Exemplary
2 = Acceptable
1 = Unacceptable