

University of the Virgin Islands School of Education Bachelor Education AY 2015-2016

Elementary Education

Impact on Student Learning-Teacher Work Sample (TWS)

ELM STT 2 STX 7

1-TEACHING CONTEXT SCORING GUIDE

Rating →	Proficient	Developing	Unacceptable	Unobserved
Indicator ↓			1	
1-A	Candidate displays a	Candidate displays	Candidate displays	
	comprehensive	some knowledge of the	minimal, irrelevant, or	
School	understanding of the	characteristics of the	biased knowledge of the	
Community	characteristics of the	community, district and	characteristics of the	
Characteristics	community, district,	school, that may affect	community, district and	
	school that may affect	learning.	school.	
	learning.			
	88.89%	11.11%		
1-B	Candidate displays a	Candidate displays	Candidate displays	
	comprehensive	some knowledge of the	minimal, irrelevant, or	
Classroom	understanding of the	characteristics of the	biased knowledge of the	
Characteristics	characteristics of the	classroom that may	characteristics of the	
	classroom that may	affect learning	classroom.	
	affect learning.			
	88.89%	11.11%		
1-C	Candidate displays	Candidate displays	Candidate displays	
	general & specific	general knowledge of	minimal, stereotypical,	
Student	understanding of	student differences	or irrelevant knowledge	
Characteristics	student differences	(e.g., development,	of student differences	
	(e.g., development,	interests, culture,	(e.g. development,	
	interests, culture,	abilities/disabilities)	interests, culture,	
	abilities/disabilities)	that may affect	abilities/disabilities).	
	that may affect	learning.		
	learning.			
	88.89%	11.11%		

1-D	Candidate provides	Candidate provides	Candidate does not	
	specific implications	general implications for	provide implications for	
Instructional	for instruction and	instruction and	instruction and	
Implications	assessment based on	assessment based on	assessment based on	
	student individual	student individual	student individual	
	differences and	differences and	differences and	
	community, district,	community, district,	community, district,	
	school, and classroom	school, and classroom	school, and classroom	
	characteristics.	characteristics.	characteristics OR	
			provides inappropriate	
	77.78%	22.22%	implications.	

2-CURRICULUM GOALS AND CONTENT SCORING GUIDE

Rating →	Proficient	Developing	Unacceptable	Unobserved
Indicator ↓				
2-A	All of the learning	Most learning	Learning objectives are	
	objectives are	objectives are aligned	not aligned with	
Unit Goals	explicitly aligned	with Common Core	Common Core standards	
	Common Core	standards or other	or other standards used	
	standards or other	standards used by the	by the VI Department of	
	standards used by the	VI Department of	Education.	
	VI Department of	Education.		
	Education.			
	88.89%			11.11%
2-B	All learning	Most learning	Learning objectives are	
	objectives are	objectives are	not significant,	
Student	significant,	significant,	challenging, or varied.	
Learning	challenging, varied,	challenging, varied,	Objectives reflect only	
Outcomes	and reflect the big	and reflect the big	one type or level of	
	ideas. All objectives	ideas. Most objectives	learning.	
	reflect several types	reflect several types or		
	or levels of learning.	levels of learning.		
	77.78%	11.11%		11.11%
2-C	The student learning	Some student learning	The student learning	
	outcomes (goals)	outcomes (goals) are	outcomes (goals) are not	
Alignment	align with Common	not aligned with the	aligned with the	
	Core Standards or	Common Core	Common Core	
	other standards used	Standards or other	Standards or other	
	by the VI	standards used by the	standards used by the VI	
	Department of	VI Department of	Department of	
	Education.	Education.	Education.	
	77.78%	11.11%	11.11%	
2-D	All lessons within	The lessons within the	The lessons within the	
	the unit are logically	unit have some logical	unit are not logically	
Content Scope	organized and appear	organization and	organized organization	
and Sequences	to be useful in	appear to be somewhat	(e.g., sequenced).	
	moving students	useful in moving		
	toward achieving the	students toward		

	learning goals.	achieving the learning		
		goals.		
	77.78%	11.11%		11.11%
2-E	Most goals are	Some goals are	Goals are not	
	appropriate for the	appropriate for the	appropriate for the	
Appropriateness	development; pre-	development;	development;	
	requisite knowledge,	prerequisite	prerequisite knowledge,	
	skills, experiences;	knowledge, skills,	skills, experiences; and	
	and cultural	experiences; and	cultural background of	
	background of	cultural background of	student.	
	student.	student.		
	77.78%	11.11%		11.11%

3-ASSESSMENT PLAN SCORING GUIDE

Rating →	Proficient	Developing	Unacceptable	Unobserved		
Indicator ↓						
3-A	The plan includes a	The assessment plan	The assessment plan			
	pre-, formative,	includes a pre-,	does not does not assess			
Pre-, Formative,	post-assessment and	formative, post- and	students before, during,			
and Post	multiple assessment	multiple modes but all	and after instruction and			
Assessments	modes (including	are either pencil/paper	only include one mode.			
	performance	based (i.e. they are not				
	assessments, reports,	performance				
	projects, etc.) and	assessments) and/or do				
	assesses student	not require the				
	performance	integration of				
	throughout the	knowledge, skills and				
	instructional	reasoning ability.				
	sequence that					
	measures student					
	growth for each					
	learning goal.	11 110/		11 110/		
3-B	77.78%	11.11%	Methods of assessment	11.11%		
3-В	The assessment	Some assessment	lack alignment with the			
Alignment with	method aligns with the Common Core	methods align with the Common Core	Common Core			
Alignment with Common Core	Standards or other	Standards or other	Standards or other			
Standards.	standards used by	standards used by	standards used by DOE.			
Standards.	DOE.	DOE.	standards used by DOE.			
	DOL.	DOL.				
	77.78%	11.11%		11.11%		
3-C	All items are aligned	Some items are aligned	Items are not aligned			
	with various levels	with various levels of	with various levels of			
Alignment with	of thinking used by	thinking used by	thinking used by			
Level of	Bloom's Taxonomy	Bloom's Taxonomy of	Bloom's Taxonomy of			
Learning	of the identified	the identified learning	the identified learning			
	learning goal.	goal.	goal.			
3						

	66.67%	22.22%		11.11%
3-D	Assessments appear	Assessments appear to	Assessments are not	
3 5	to be valid; scoring	have some validity.	valid; scoring	
Performance	procedures are	Some scoring	procedures are absent or	
Criterion	explained; most	procedures are	inaccurate; items or	
	items or prompts are	explained; some items	prompts are poorly	
	clearly written;	or prompts are clearly	written; directions and	
	directions and	written; some	procedures are	
	procedures are clear	directions and	confusing to students.	
	to students.	procedures are clear to		
		students.		
	77.78%	11.11%		11.11%
3-E	Adaptations are	Adaptations are made	Adaptations are not	
	made to assessments	to assessments that are	made to assessments to	
Adaptations	that are appropriate	appropriate to meet the	meet the individual	
Based on	to meet the	individual needs of	needs of students or	
Student Need	individual needs of	some students.	these assessments are	
	most students.		inappropriate.	
	88.89%			11.11%

4-DESIGN FOR INSTRUCTION SCORING GUIDE

Rating →	Proficient	Developing	Unacceptable	Unobserved
Indicator ↓				
4-A	Lessons address	Lessons address some	Lessons do not address	
	contextual factors	contextual factors and	contextual factors and	
Contextual	and student needs.	student needs.	student needs.	
Information	77.78%	11.11%		11.11%
4-B	Instructional	Instructional objectives	Instructional objectives	
	objectives are	are clearly stated and	are not clearly stated	
Instructional	clearly stated and	descriptive of	and descriptive of	
Objectives	descriptive of	learning outcomes that	learning outcomes and	
	learning outcomes	are measurable,	are not measurable,	
	that are measurable,	observable, and student	observable, or	
	observable, and	oriented but does not	student oriented; does	
	student oriented;	include condition,	not include condition,	
	includes condition,	behavior and criterion.	behavior and criterion.	
	behavior and			
	criterion.			
	77.78%	11.11%		11.11%
4-C	Lesson introduction	Lesson introduction is	Lesson introduction is	
	is directly related to	directly related to the	not related to the lesson,	

Laggon	the lesson enhances	lasson onhences	and does not anhance	
Lesson	the lesson, enhances	lesson, enhances	and does not enhance	
Procedure	student interest, and	student interest, and	student interest. It does	
*Lesson	leads into the	leads into the	not lead into the	
Introduction	development of the	development of the	development of the	
*Lesson	lesson which is	lesson which is	lesson and is not	
Development	adequately and	adequately and	adequately sequentially	
*Closure	sequentially	sequentially developed	developed with any	
	developed building	building from simple to	closure.	
	from simple to	complex with little		
	complex with	opportunities for		
	opportunities for	guided and independent		
	guided and	practice. Closure is		
	independent	evident and		
	practice. Closure is	summarizes and		
	evident and	solidifies the main		
	summarizes and	points of the lesson.		
	solidifies the main			
	points of the lesson.			
	55.56%	33.33%		11.11%
4-D	Instructional and	Some instructional and	Instructional and	
	questioning	questioning strategies	questioning strategies	
Instructional	strategies are	are appropriate for	are not appropriate for	
and Questioning	appropriate for	learning outcome. They	learning outcome. They	
Strategies	learning outcome.	are meaningful, varied,	are not meaningful,	
	They are	and differentiated and	varied, and	
	meaningful, varied,	promote critical	differentiated and do not	
	and differentiated	thinking and problem	promote critical thinking	
	and promote critical	solving.	and problem solving	
	thinking and			
	problem solving.			
	55.56%	44.44%		
4-E	Candidate integrates	Candidate uses	Technology is	
	appropriate	technology but it does	inappropriately used OR	
Technology	technology that	not make a significant	teacher does not use	
- 67	makes a significant	contribution to teaching	technology, and no (or	
	contribution to	and learning OR	inappropriate) rationale	
	teaching and	teacher provides	is provided.	
	learning OR	limited rationale for not	1	
	provides a strong	using technology.		
	rationale for not	<i>S</i> = 2.6 <i>J</i> ·		
	using technology.			
	100%			
4-F	Varieties of	Some materials that	Materials does not	
	materials that	directly support	support learning	
Material	directly support	learning objective are	objective are not clearly	
	learning objective	listed and meet the	listed.	
	are clearly listed and	needs of some students.		
	meet the needs of all	nood of some students.		
	inoct the needs of the			

	students. 88.89%			11.11%
	00.0970			11.1170
4-G	A variety of	Some adaptations are	Adaptations are	
	appropriate	identified to meet the	identified are not	
Adaptations	adaptations are	individual needs of	appropriate to meet the	
	identified to meet	students.	individual needs of	
	the individual needs		students.	
	of students.			
	77.78%	11.11%	11.11%	

5-INSTRUCTIONAL DECISION MAKING SCORING GUIDE

Rating →	Proficient	Developing	Unacceptable	Unobserved
Indicator ↓				
5-A	Modifications of the	Some modifications of	Modifications are	
	instructional plan are	the instructional plan	inappropriate or are	
Modifications	related to contextual	are made to address	missing.	
Based on	factors and an	individual student		
Analysis of	analysis of student	learning.		
Student	learning.			
Learning	77.78%			22.22%
5-B	Instructional	Instructional decisions	Instructional decisions	
	decisions reported	reported are mostly	reported are not	
Sound	are pedagogically	appropriate, but some	pedagogically sound	
Professional	sound (i.e., likely to	decisions are not	(i.e., not likely to lead to	
Practice	lead to student	pedagogically sound.	student learning).	
	learning).			
	77.78%			22.22%

6-REPORT OF STUDENT LEARNING SCORING GUIDE

F	Rating →	Proficient	Developing	Unacceptable	Unobserved
Ir	idicator↓				
Whole Class	Clarity and accuracy of Data and Summary	Provides a clear summary of student learning supported by data. Summary is meaningful and appropriate conclusions are drawn from the data.	Some parts of the data are unclear. Summary is meaningful and some appropriate conclusions are drawn from the data.	Data is unclear. Summary is inaccurate or conclusions are missing or not supported by data.	
		66.66%	22.22%	11.11%	
∀-9	Impact on Student Learning	Adequate evidence is provided on who achieved and made progress toward the learning goal and/or	Little evidence is provided on who achieved and made progress toward the learning	No evidence is provided on who achieved and made progress toward the objectives.	

		each objective.	goals/objectives.		
		77.78%		11.11%	11.11%
		Provides a clear	Some parts of the	Presentation is unclear.	
	Clarity	profile of student	profile are unclear.	Summary is inaccurate	
	and	learning. Summary	Summary is inaccurate	or conclusions are	
	accuracy	is meaningful and	or conclusions were	missing or not	
d	of	appropriate	missed and/or not	supported by data.	
Subgroup	Data and	conclusions are	supported by data.		
bgı	Summary	supported by data.			
Su		77.78%	11.11%	11.11%	
6-B		Adequate evidence	Little evidence is	No evidence is provided	
9	Impact on	is provided who	provided on who	on who achieved and	
	Student	achieved and made	achieved and made	made progress toward	
	Learning	progress toward the	progress toward the	the objective	
		objective.	objective.		
		77.78%	11.11%		11.11%
		Adequate evidence	Little evidence is	Presentation is unclear.	
	Clarity	is provided on the	provided on the	Summary is inaccurate	
S	and	students'	students' achievements	or conclusions are	
ent	accuracy	achievement or	or progress toward	missing or not	
Students	of Data	progress toward the	objective.	supported by data.	
	and	objective.			
Individual	Summary	77.78%	22.22%		
vic		Adequate evidence	Little evidence is	No evidence is provided	
ndi	Impact on	is provided on the	provided on the	on the students'	
	Student	students'	students' achievement	achievement or progress	
6.B	Learning	achievement or	or progress toward the	toward the objective.	
		progress toward the	objective.		
		objective.	44.440/		44.4407
		77.78%	11.11%	D 11 11	11.11%
	6.C	Provides ideas for	Provides ideas for	Provides no ideas or	
	T11:	redesigning learning	redesigning learning	inappropriate ideas for	
	Implicatio	goals, instruction	goals, instruction and	redesigning learning	
	ns for	and assessment and	assessment but offers	goals, instruction and	
	Future	explains why these	no rationale for why	assessment.	
	Teaching	modifications would	these changes would		
		improve student	improve student		
		learning.	learning.	11 110/	11 110/
		77.78%		11.11%	11.11%

7. Reflective Narrative Analysis Scoring Guide

Rating →	Proficient	Developing	Unacceptable	Unobserved
Indicator ↓				
7-A	Uses evidence to	Provides evidence but	No evidence or reasons	
	support conclusions	no (or simplistic,	provided to support	
Interpretation of	drawn in "Analysis	superficial) reasons or	conclusions drawn in	
Student	of Student Learning"	hypotheses to support	"Analysis of Student	

Learning	section. Explores multiple hypotheses	conclusions drawn in "Analysis of Student	Learning" section.	
	for why some students did not	Learning" section.		
	meet learning goals. 88.89%	11.11%		
7-B	Identifies successful	Identifies successful	Provides no rationale for	
, _	and unsuccessful	and unsuccessful	why some activities or	
Insights on	activities and	activities or	assessments were more	
Effective	assessments and	assessments and	successful than others.	
Instruction and Assessment	provides plausible	superficially explores reasons for their		
Assessment	reasons (based on theory or research)	success or lack thereof		
	for their success or	(no use of theory or		
	lack thereof.	research).		
	88.89%	11.11%		
7-C	Logically connects	Connects learning	Does not connect	
Alignment	learning goals, instruction, and	goals, instruction, and assessment results in	learning goals, instruction, and	
Among Goals,	assessment results in	the discussion of	assessment results in the	
Instruction and	the discussion of	student learning and	discussion of student	
Assessment	student learning and	effective instruction,	learning and effective	
	effective instruction.	but misunderstandings	instruction and/or the	
		or conceptual gaps are present.	connections are irrelevant or inaccurate.	
	88.89%	present.	11.11%	
7-D	Provides ideas for	Provides ideas for	Provides no ideas or	
	redesigning learning	redesigning learning	inappropriate ideas for	
Implications for	goals, instruction, and assessment and	goals, instruction, and assessment but offers	redesigning learning	
Future Teaching	explains why these	no rationale for why	goals, instruction, and assessment.	
	modifications would	these changes would	ussessment.	
	improve student	improve student		
	learning.	learning.		44.440
7-E	77.78% Presents a small	11.11%	Provides no professional	11.11%
/-L	number of	Presents professional learning goals that are	Provides no professional learning goals or goals	
Implications for	professional learning	not strongly related to	that related to the	
Professional	goals that clearly	the insights and	insights and experiences	
Development	emerge from the	experiences described	described in this section.	
	insights and experiences	in this section and/or provide a vague plan		
	described in this	for meeting the goals.		
	section. Describes	mooning the goals.		
	specific steps to			
	meet these goals.	4.4.4407		11 110/
	44.44%	44.44%		11.11%

QUALITY OF PRESENTATION SCORING GUIDE

Rating → Indicator ↓	Proficient	Developing	Unacceptable	Unobserved
	There are very few	There are some	There are several	
Mechanics of	spelling, grammar,	spelling,grammar,	spelling, grammar,	
Writing	capitalization,	capitalization,	capitalization,	
8	punctuation,	punctuation, sentence	punctuation, sentence	
	sentence structure,	structure, and all other	structure, and all other	
	and all other	mechanics of writing	mechanics of writing	
	mechanics of writing	errors.	errors.	
	errors.			
	55.56%	33.33%	11.11%	
	Sections are well	Some sections are well	Few sections are well	
Organization	organized. Required	organized. Some	organized. Some	
	information is	information presented	information presented	
	clearly presented	is easy to find.	was difficult to find.	
	and easy to find.			
	66.67%	22.22%	11.11%	
	Descriptions related	Some descriptions	Few descriptions related	
Diversity	to diversity show	related to diversity	to diversity show	
	respect,	show respect and	respect, understanding	
	understanding issues	understanding issues of	issues of diversity, and	
	of diversity, and	diversity. Some	high expectations.	
	high expectations.	expectations are low.		
	77.78%	11.11%	11.11%	
	TWS reflects the	TWS has sections that	TWS does not reflect	
Overall TWS	typical professional	should be revised and	the typical professional	
Quality	thought and effort	improved before	thought and effort	
	expected in a	serving as a	expected in a	
	culminating teacher	culminating	culminating teacher	
	education	assignment.	education assignment.	
	assignment.			
	66.67%	44.44%	11.11%	