

Intern Work Sample Rubric

D1 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimensions	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
1. Contextual Factors Grades are figured using the following point scale: E=14-12pts A= 11-7pts U=6-0pts <i>Aligned with:</i> APS 1.A APS 2.A NCTE 2.1, 3.7.1	Comprehensive description of the relevant and current characteristics of the school .	General comprehensive description of the relevant and current characteristics of the school .	Minimal description of the relevant and current characteristics of the school .
	Comprehensive description of resources available in the school and community relevant to students in instruction.	General comprehensive description of resources available in the school and community relevant to students in instruction.	Minimal or no description of resources available in the school and community relevant to students in instruction.
	Contextual Factors Table with all required elements.	Contextual Factors Table with most required elements.	Incomplete or no Contextual Factors Table.
	Comprehensive description of environmental and physical demands of the classroom that may affect learning.	General description of environmental and physical demands of the classroom that may affect learning.	Minimal description of environmental and/or physical demands of the classroom that may affect learning.
	Comprehensive description of specific relevant student characteristics based on contextual factors' data.	General description of specific relevant student characteristics based on contextual factors' data.	Minimal or no description of specific and relevant student characteristics is provided.
	Comprehensive description of general strategies for unit instruction and assessment based on contextual factors.	General description of general strategies for unit instruction and assessment based on contextual factors.	Minimal description of general and strategies for instruction and assessment based on contextual factors.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors. All sources cited in the narrative are referenced. References are correctly cited using APA.	Demonstrates mastery of English language usage and writing skills with few mechanical errors. Most sources cited in the narrative are referenced. References are correctly cited using APA.	Errors in English language usage and writing skills interfere with readability. Few or no sources cited in the narrative are referenced. References are not cited using APA.

D2 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
2. Unit goals Grades are figured using the following point scale: E= 8-7pts A= 6-4pts U= 3-0pts <i>Aligned with:</i> APS 2.A	Unit goal(s) is/are aligned with state and/or national standards and reflect all of the big ideas of the unit.	Unit goal(s) is/are aligned with state and/or national standards and reflects some of the big ideas of the unit.	Unit goal(s) is/are unclear and is/are not properly aligned with appropriate state and/or national standards.
	Unit goal(s) is/are measurable, challenging, and appropriate.	Unit goal(s) is/are measurable. Unit goal(s) is/are somewhat challenging and appropriate.	Unit goal(s) is/are not measurable, challenging and/or appropriate.
	Compelling rationale for unit content beyond inclusion in standards.	Adequate rationale for unit content beyond inclusion in standards.	Vague rationale for unit content.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

D3 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
3. Assessment plan and results Grades are figured using the following point scale: E=16-13 pts A= 12-8pts U= 7-0pts <i>Aligned with:</i> APS 2.C APS 3.A APS 3.B NCTE 2.3, 3.7.2, 4.10	Content of pre-assessment targets highest priority elements of the unit goal(s). If appropriate, alternative pre-assessment and/or administration is addressed. Each item/element is labeled by unit goal, Bloom's, and point value.	Minor changes to the pre-assessment needed to address high priority content. If appropriate, alternative pre-assessment and/or administration is addressed. Most items/elements are labeled by unit goal, Bloom's and point value.	Significant changes to the pre-assessment needed to address content. If appropriate, alternative pre-assessment and/or administration is needed, but not addressed. Items/elements are not labeled by unit goal. Bloom's, and/or point value.
	Items (or elements) for unit goal(s) in pre-assessment are brief; they address excellent range of knowledge and skills from basic to challenging.	Items (or elements) for unit goal(s) in pre-assessment need minor modifications; or range of knowledge and skills needs expanding.	Items (or elements) for unit goal(s) in pre-assessment need significant modifications and range of knowledge and skills need significant expansion.
	Scoring method for pre-assessment is quick, easy, and yields organized, meaningful information. Mastery level specified. Directions included. Scoring instrument(s) is/are included.	Scoring method for pre-assessment is too time-consuming or yields confusing information. Mastery level vague. Directions included. Scoring instrument(s) is/are included.	Scoring method for pre-assessment is too time-consuming and yields confusing information. No mastery level included. No directions included. Scoring instrument(s) is/are not included.
	Appropriately labeled table includes all required elements for this dimension. Correct computation of averages.	Appropriately labeled table includes all required elements for this dimension. Minor problems with computation of averages.	Inappropriately labeled table with some required elements missing. Incorrect computation of averages.
	Significant patterns accurately analyzed and described based upon both pre-assessment data and contextual factors.	Patterns generally analyzed and described based upon pre-assessment data or contextual factors.	Patterns vaguely described but are not based upon pre-assessment data or contextual factors.
	Specific instructional decisions linked to analysis.	Instructional decisions linked to analysis, but lack specificity.	Instructional decisions are generic.
	Overview of assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction with multiple types of assessment.	Overview of assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction.	Overview of assessment plan does not assess unit goal(s) before, during, and after instruction.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

D4 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimensions	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
4. Detailed lesson plans and reflections	Well developed table of lessons, with all components, and compelling rationale for selecting the lessons (if applicable).	Table of lessons, with all components, and rationale for selecting the lessons (if applicable).	Missing components in the table of lessons and/or missing rationale for selecting the lessons (if applicable).
Grades are figured using the following point scale:	All state standards and/or specific learning objectives aligned with assessments. All assessments listed and attached.	State standards and/or specific learning objectives generally aligned with assessments. All assessments listed and are attached.	State standards and/or specific learning objectives are not aligned with assessments. Assessments not listed and/or not attached.
E=18-15 pts	Lessons show excellent rationale/relevance to the unit goal(s).	Lessons show general rationale/relevance to the unit goal(s).	Lessons show little or no rationale/relevance to the unit goal(s).
A= 14-9pts	All needed materials listed. Procedures logical, in detail, and clearly written.	Most needed materials are listed. Most procedures logical, in some detail, and adequately written.	Few or no needed materials are listed. Procedures are illogical, lack detail, and/or vaguely written.
U=8-0pts	Interventions related closely to individual student needs as outlined in Contextual Factors and specific to the individual lesson plans. At least one level of UDL identified.	Most interventions related to individual student needs as outlined in Contextual Factors and most are specific to the individual lesson plans. UDL connections attempted.	Little or no interventions related to individual student needs as outlined in Contextual Factors and few or none are specific to the individual lesson plans. UDL connections not identified.
Aligned with: APS 2.B APS 5.A APS 5.B APS 7.A APS 7.B NCTE 2.1, 2.3, 3.1.1, 4.1, 4.10	Complete description of the use of technology in at least one lesson.	General description of the use of technology in at least one lesson.	Vague or missing description of the use of technology in at least one lesson.
	Reflections accurately use student assessment data to summarize and analyze student performance.	Most reflections accurately use student data to summarize and analyze student performance.	Reflections vaguely and/or inaccurately and/or do not use student data to summarize and analyze student performance.
	Reflections suggest specific changes to increase student learning through accommodations/modifications/ extensions.	Reflections suggest general changes to increase student learning through accommodations/modifications/extensions.	Reflections vaguely suggest or do not address changes to increase learning through accommodations/modifications /extensions.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

D5 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
5. Post-assessment plans and results Grades are figured using the following point scale: E=24-19 pts A=18-12 pts U=11-0pts <i>Aligned with:</i> APS 3.C NCTE 2.1, 2.3, 4.10, 3.6.3	Post- assessment is attached and all items aligned with unit goal (s).	Post-assessment is attached and most items aligned with unit goal(s).	Post-assessment not attached or some post-assessment items lack alignment.
	Scoring and criteria for mastery clearly explained. All scoring instruments included.	Scoring and criteria for mastery lack specificity. All scoring instruments included.	Scoring and explanation of criteria for mastery are not identified or are inappropriate. Some scoring instruments included.
	Logical and complete rationale for relationship to pre-assessment.	Vague but plausible rationale for relationship to pre-assessment.	Rationale for relationship to pre-assessment is missing.
	Appropriately labeled table includes all required elements for this dimension. Correct computation of data.	Table includes most required elements for this dimension. Computation of data with minor errors.	Inappropriately labeled tables with some required elements missing. Incorrect computation of data.
	Prompt 1: Specific analysis of overall student learning of the entire unit which thoroughly references data to support conclusions.	Prompt 1: General analysis of student learning of the entire unit which references some data to support conclusions.	Prompt 1: Superficial analysis of overall student learning of the entire unit which thoroughly references data to support conclusions.
	Prompt 2: Detailed description of unit goal/ lesson objective on which students did well. Thoughtful analysis of why these results occurred.	Prompt 2: General description of unit goal/lesson objective on which students did well. Some analysis of why these results occurred.	Prompt 2: Superficial description of unit goal/lesson objective on which students did well. Little or no analysis of why these results occurred.
	Prompt 3: Detailed description of unit goal/lesson objective on which students did poorly. Thoughtful analysis of why these results occurred.	Prompt 3: General description of unit goal/lesson objective on which students did poorly. Some analysis of why these results occurred.	Prompt 3: Superficial description of unit goal/lesson objective on which students did poorly. Little or no analysis of why these results occurred.

	Prompt 4: Detailed description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective.	Prompt 4: General description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective.	Prompt 4: Superficial description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective.
	Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly. Detailed discussion of individual students who did not meet mastery or who made significant or minimal gains.	Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly. Some discussion of individual students who did not meet mastery or who made significant or minimal gains.	Prompt 5: Excel data table not sorted by either mastery and/or gains or displayed incorrectly. Little or no discussion of individual students who did not meet mastery or who made significant or minimal gains.
	Prompt 6: Detailed description of interventions (accommodations/modifications/extensions) including those described in D.1. Specific explanations of which were most effective and least effective on individual student learning.	Prompt 6: General description of interventions (accommodations/modifications/extensions) including those described in D.1. Some explanation of which were most effective and least effective on individual student learning.	Prompt 6: Superficial description of interventions (accommodations/modifications/extensions) including those described in D.1. Little or no explanation of which were most effective and least effective on individual student learning.
	Prompt 7 Complete lists of use of multiple types of instructional technology by both teacher and students. Thoughtful reflection on benefits and/or drawbacks of technology chosen.	Prompt 7: General lists of use of instructional technology by teacher and/or students. Some reflection on benefits and/or drawbacks of technology chosen.	Prompt 7: Incomplete lists or limited use of instructional technology by teacher and/or students. Little or no reflection noted on benefits and/or drawbacks of technology chosen.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.