The Teacher Work Sample

A Seminar on the TWS for Teacher Candidates in their Final Internship

Matthew R. Lavery
What is a Teacher Work Sample?

Reflective documentation of a unit of instruction

It’s all about:

• Paying attention to how you plan
• Assessing student learning
• Analyzing your results
• Reflecting on your practice
Think about...
Teachers
Effective Teachers:

1. **Know** their students
2. **Set** goals tailored for them
3. **Assess** student learning
4. **Design** effective instruction
5. **Adjust** instruction on the fly
6. **Analyze** student learning
7. **Reflect** on their practice
The TWS Components:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Reflection and Evaluation
Aligns with the UCF College of Education...

The TWS supports:

Data Informed Reflective Practice
The TWS can also benefit *you*!

- The data doesn’t lie! It...
  - Shows *your impact* on student learning
  - Reveals *your strengths* as a teacher
  - Gives you *specific feedback* on what to improve
  - Helps you think and speak like a *professional*
  - Can help you *get a job* as a teacher

- Helps you keep your students *on the bus*!
http://education.ucf.edu/clinicalexp/tws.cfm

1. Click “For Students”
2. Click “Clinical Experiences”
3. Click “Internship II Students”

4. Click “Teacher Work Samples”
Resources to Help Interns:
The resources below are provided to help you understand the Teacher Work Sample (TWS) and to produce an
effective TWS during your final internship experience. While the instructions and rubric are included in your
final internship syllabus, you will find many more resources below that will help you through the process.
Updates are made regularly to this web site. Please check this location for the most up to date resources and
materials. This web site is your primary source for official information about the TWS. If you have any questions
or need help about the TWS, check this page first.

- **TWS Guidelines & Directions:** These are included in your syllabus and are hosted here for quick
  reference. (updated 1/9/2012)
- **TWS Rubric:** This is the rubric with which your TWS will be evaluated. (updated 1/9/2012)
- **Primary Supporting Materials:** The items below are the primary materials that you need to begin
  work on your TWS. It is recommended that all candidates begin here.
    - **The TWS Template:** *(For Microsoft Word 2007 or later)* Use this Word document as a
      template for your TWS. Download the file, save it as Lastname_semesterYYYY_TWS.docx, and
      begin entering your content. (updated 1/9/2012)
    - **The TWS Template:** *(For older versions of Microsoft Word)* Use this Word document as a
      template for your TWS. Download the file, save it as Lastname_semesterYYYY_TWS.doc, and
      begin entering your content. (updated 3/9/2012)
    - **The TWS GraphMaker:** Use this Excel workbook from the very beginning of the TWS process.
      Use it to record demographic data on your students for the Contextual Factors component, and to
      enter and analyze pre and post assessment data. The GraphMaker will automatically analyze
      learning data for up to 150 students and generate a variety of graphs that you may wish to use in
      your TWS. Download the file, save it as Lastname_semesterYYYY_GraphMaker.xlsx, and begin
      entering your data. You will upload this workbook to LiveText and submit it with your final TWS.
      The TWS GraphMaker requires Microsoft Excel ‘97 or later and can be used with Windows or on
      a Mac. (version 4.0.0, updated 8/28/2012)
    - **TWS Seminar Slides:** The PowerPoint slides that accompany initial training on the Teacher
      Work Sample given at the TWS Seminar are hosted here. These slides are not nearly as interesting
      without the dynamic presenter, but they can help you remember the details of the seminar. This
      PDF also contains slides that were hidden during the presentation that have several details
      included for your reference. (updated 8/28/2012)
    - **Video of the Spring 2012 TWS Seminar:** This video recording has been split into nine video
      modules so that you can quickly and easily review the content of the seminar. Please note that
      the requirements of the Teacher Work Sample may have changed since this seminar was recorded,
      but the essence of the project remains the same. *Always* refer to your current internship
      syllabus and the updated slides above for specific guidelines.

Introduction and Overview (14:20)
## The TWS GraphMaker

### Candidate's Identifying Information:

*Please enter information about yourself.*

<table>
<thead>
<tr>
<th>Four Letter</th>
<th>TWSID</th>
<th>Prefix (ARE, EDE, ECC, EED, FLE, LAE, MAE, SKE, SSE)</th>
<th>Number</th>
<th>Section Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAVM</td>
<td>B</td>
<td>(ARTE, ERLY, ELAE, ELEM, EXED, FLED, MATH, SCIE, SSED)</td>
<td>4943</td>
<td>6946, 6947</td>
</tr>
</tbody>
</table>

For example, my TWSID would be **LAVM**.

### Pre/Post Assessment Scoring Information:

*Please enter the following information about your pre/post assessment measures. You pre-assessment and post assessment scoring information for proper analysis of student results.*

<table>
<thead>
<tr>
<th>Total Points Possible</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The TWS GraphMaker is a tool designed to facilitate the management and analysis of student data. It allows educators to enter, display, and analyze student data efficiently, providing insights into student performance and progress.
You **must** upload the GraphMaker to **LiveText** with your final TWS Document

The GraphMaker is designed to make your life as **easy as possible**

**Use** it, and feel free to **share it!**

Works on a **Mac** or on **Windows** with **any** version of **Microsoft Excel**, ‘97 or later

- It **does require Microsoft Excel**
Contextual Factors

Written Component 1
This component describes:

- The community
- The school
- Your class(es)
- Individual students
- Classroom resources
- Two ways context affects instruction

Must be anonymous
The TWS GraphMaker

School Information

Enter the percent of the students at the school that fit in each ethnic group:
- White, Non-Hispanic (W)
- Black, Non-Hispanic (B)
- Hispanic or Latino (H)
- Asian or Pacific Islander (A)
- American Indian or Alaskan Native (I)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>30.8%</td>
</tr>
<tr>
<td>Black</td>
<td>12.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.9%</td>
</tr>
<tr>
<td>Am. Ind.</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Enter the percent of students at the school who are economically disadvantaged, English Learners, and have disabilities:
- EconDis: 65.4%
- ESL: 20.8%
- SWD: 11.5%

Total number of students in school: 1,555
Calculating School Percentages

1. Click Here
2. Click AYP
3. Select County
Calculating School Percentages

4. Click Last Year

5. School Level

6. Click Continue

<table>
<thead>
<tr>
<th>School Type (for school level):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Schools only</td>
</tr>
<tr>
<td>Non-Charter Schools only</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select School Years</th>
<th>Select School Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Years</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td></td>
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<tr>
<td>2008-2009</td>
<td></td>
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<tr>
<td>2007-2008</td>
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<td>2006-2007</td>
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<td>2005-2006</td>
<td></td>
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<td>2004-2005</td>
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<td>2003-2004</td>
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<td>2002-2003</td>
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<td>2001-2002</td>
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<td>2000-2001</td>
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<tr>
<td>1999-2000</td>
<td></td>
</tr>
<tr>
<td>1998-1999</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select School Level (School Level only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Levels</td>
</tr>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>High School</td>
</tr>
<tr>
<td>Combination</td>
</tr>
</tbody>
</table>

Guides to the Calculations
- 2011 School Grades Guide Sheet (PDF)
- School Grades Technical Assistance Paper 2010-11 (PDF)
Calculating School Percentages

7. Click School

8. Click Submit
Calculating School Percentages

9. Click Here
Calculating School Percentages

10. Click Here

<table>
<thead>
<tr>
<th>District</th>
<th>SEMINOLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>2010-2011</td>
</tr>
<tr>
<td>School Grades:</td>
<td>Adequate Yearly Progress (AYP)</td>
</tr>
</tbody>
</table>

**2010-2011 Adequate Yearly Progress (AYP) Report - Page 2**

<table>
<thead>
<tr>
<th>Did the School make Adequate Yearly Progress?</th>
<th>NO</th>
</tr>
</thead>
</table>
| This section shows the improvement for each group used to determine AYP via safe harbor (Part b)

<table>
<thead>
<tr>
<th>Percent of</th>
<th>Percent of</th>
<th>Percent of</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

Click here to see Number of students in each group.
Use this column to calculate **percentages** for each group. Remember that these percentages are only **approximate**; not every student in every grade level is tested. Divide the group by the total, and multiply by 100 to find the percent.  *(Example: 92 / 1118 = .08228... I would enter 8.2 under **%Black** in GraphMaker)*

In both elementary and high schools, the reading numbers represent *about half* of the total student enrolment. You can obtain more accurate numbers through other sources.

Also note that the AYP subgroups of **Asian** and **American Indian** are combined into the **Other** category in the TWS GraphMaker.
# The TWS GraphMaker

## Demographic Information

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Class/Grp</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>EconDis</th>
<th>ESE</th>
<th>ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>S60</td>
<td>6</td>
<td>4</td>
<td>F</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>S14</td>
<td>6</td>
<td>1</td>
<td>M</td>
<td>W</td>
<td>Y</td>
<td>K</td>
<td>NA</td>
</tr>
<tr>
<td>S11</td>
<td>6</td>
<td>1</td>
<td>F</td>
<td>I</td>
<td>N</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>S52</td>
<td>6</td>
<td>4</td>
<td>F</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LP</td>
</tr>
<tr>
<td>S28</td>
<td>6</td>
<td>3</td>
<td>F</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LZ</td>
</tr>
<tr>
<td>S30</td>
<td>6</td>
<td>3</td>
<td>M</td>
<td>H</td>
<td>N</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>S57</td>
<td>6</td>
<td>4</td>
<td>M</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>S12</td>
<td>6</td>
<td>1</td>
<td>F</td>
<td>W</td>
<td>Y</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>S26</td>
<td>6</td>
<td>3</td>
<td>F</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LZ</td>
</tr>
<tr>
<td>S46</td>
<td>6</td>
<td>4</td>
<td>M</td>
<td>W</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>S07</td>
<td>6</td>
<td>1</td>
<td>M</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>S04</td>
<td>6</td>
<td>1</td>
<td>M</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Demographics of Students Served

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># Served</th>
<th>% Served</th>
<th>Group</th>
<th># Served</th>
<th>% Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>3</td>
<td>4.6%</td>
<td>EconDis</td>
<td>37</td>
<td>56.9%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>10</td>
<td>15.4%</td>
<td>ESOL</td>
<td>8</td>
<td>12.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>32</td>
<td>49.2%</td>
<td>SWD</td>
<td>5</td>
<td>7.7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>1.5%</td>
<td>Female</td>
<td>32</td>
<td>49.2%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>19</td>
<td>29.2%</td>
<td>Male</td>
<td>33</td>
<td>50.8%</td>
</tr>
</tbody>
</table>

**NOTE:** Some students may be counted towards multiple groups. EconDis + ESE + ESOL ≠ 100%.
All seven components of the Teacher Work Sample must be assessed at the Proficient level or above in order to receive a Satisfactory (passing) grade in the internship.

(Internship Syllabi, p. 11 & p. 14)

Use the rubric to self-assess your components!
# The Rubric:

<table>
<thead>
<tr>
<th>Contextual Factors</th>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Contextual Factors component demonstrates understanding beyond that which is typical of pre-professional educators.</td>
<td>ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:</td>
<td>ALL of the following indicators are met:</td>
<td>Indicator P1 is met PLUS from three to five additional indicators at the Proficient level are met.</td>
<td>Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.</td>
</tr>
<tr>
<td>The TWS describes the existing policies, procedures, and conventions of the class(es) with which the candidate works.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Contextual Factors component describes the classroom culture and climate of the class(es) with which the candidate works.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## What level is this?:

<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
</table>
| ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:  
- The Contextual Factors component demonstrates understanding beyond that which is typical of pre-professional educators.  
- The TWS describes the existing policies, procedures, and conventions of the class(es) with which the candidate works.  
- The Contextual Factors component describes the classroom culture and climate of the class(es) with which the candidate works. | ALL of the following indicators are met:  
- The TWS does not contain names of PK-12 students, faculty, staff, schools, districts, or communities.  
- The Contextual Factors component includes a description of the community that the school serves.  
- The Contextual Factors component provides details of the school’s student population, including size and demographics.  
- The Contextual Factors component describes the students with whom the candidate works, including class size(s) and demographics.  
- The Contextual Factors component identifies the unique educational needs of the individual learners with whom the candidate works, including those served through ESE and ESOL programs.  
- The Contextual Factors component describes the physical characteristics and resources of the classroom(s) in which the candidate works, including available technology.  
- The candidate identifies and reflects upon at least two ways in which the described contextual factors influence the design for instruction. | Indicator P1 is met PLUS from three to five additional indicators at the Proficient level are met. | Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met. |
<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Indicator P1 is met PLUS from three to five additional indicators at the Proficient level are met.</td>
<td>Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.</td>
</tr>
<tr>
<td>✗ The Contextual Factors component demonstrates understanding beyond that which is typical of pre-professional educators.</td>
<td>✓ The TWS does not contain names of PK-12 students, faculty, staff, schools, districts, or communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ The TWS describes the existing policies, procedures, and conventions of the class(es) with which the candidate works.</td>
<td>✓ The Contextual Factors component includes a description of the community that the school serves.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>✓ The candidate identifies and reflects upon at least two ways in which the described contextual factors influence the design for instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contextual Factors</td>
<td>Exemplary (3 pts)</td>
<td>Proficient (2 pts)</td>
<td>Developing (1 pt)</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>✗ The Contextual Factors component describes the physical characteristics and resources of the classroom(s) in which the candidate works, including available technology.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>✓ The candidate identifies and reflects upon at least two ways in which the described contextual factors influence the design for instruction.</td>
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<td></td>
</tr>
</tbody>
</table>
Each Component

As you complete each component:

- Use the rubric to self-assess
- Submit it to your coordinator for evaluation
- Keep it saved to assemble at the end

You may want to flag each indicator in your TWS

- Helps you self-assess
- Helps your coordinator assess and comment
1. Click the “Review” tab

Contextual Factors

This unit was developed for a sixth grade Advanced Math class on block scheduling at a large, diverse middle school in central Florida. The curriculum for the Advanced Math course is designed for students that perform at or above grade level in math. This school also offers sixth grade Honors Pre-Algebra 1, the first half of a two-year program designed to prepare students to take Algebra 1 in the eighth grade. Most students that are high-achieving in math (i.e., that score a 5 or a high 4) are placed in this other course. Thus, the Advanced Math courses contain students who scored at achievement levels 3 and 4 on the fifth grade math FCAT. My supervising teacher teaches three Advanced Math sections, one section of Honors Pre-Algebra 1, and two remedial math classes for students who have not passed the FCAT. This TWS will include the students for the three Advanced Math classes, since these classes will all receive the same pre and post assessment.

The school serves about 1400 students from a diverse metropolitan area. The school
Flag Your Indicators with Word

2. Highlight relevant text

3. Click “New Comment”
Contextual Factors

This unit was developed for a sixth grade Advanced Math class on block scheduling at a large, diverse middle school in central Florida. The curriculum for the Advanced Math course is designed for students that perform at or above grade level in math. This school also offers sixth grade Honors Pre-Algebra I, the first half of a two-year program designed to prepare students to take Algebra I in the eighth grade. Most students that are high-achieving in math (i.e., that score a 5 or a high 4) are placed in this other course. Thus, the Advanced Math courses contain students who scored at achievement levels 3 and 4 on the fifth grade math FCAT. My supervising teacher teaches three Advanced Math sections, one section of Honors Pre-Algebra I, and two remedial math classes for students who have not passed the FCAT. This TWS will include the students for the three Advanced Math classes, since these classes will all receive the same pre and post assessment.

The school serves about 1400 students from a diverse metropolitan area. The school
Flag Your Indicators with Word

An Example of a TWS (P) - Microsoft Word

classroom activities and assessments. In order to support the ELLs in the class, I will include clearly labeled visual aids or diagrams for each word problem. I may also have to support the students with language impairments and teach them specific strategies to deal with the word problems.

The specific learning goals for this unit are as follows:

1. The student will understand and be able to explain the concept of \(\pi\), list common estimates of \(\pi\) (3.14 and 22/7), and use these values to estimate and calculate the circumference and the area of circles (Next Generation Sunshine State Standards: MA.6.G.4.1).

2. The student will analyze composite, complex, irregular two-dimensional figures, including non-rectangular (such as triangular and/or semicircular) parts to develop methods to calculate the perimeter and area of those figures and evaluate the methods developed by others (Next Generation Sunshine State Standards: MA.6.G.4.2).

3. The student will develop methods to find a missing dimension of a plane figure given...
Choose the topic of your unit
“Unit” is a tricky word...

- For the TWS, a unit is...
  - From 3 – 5 Learning Goals
  - At least a week long
  - No more than a month long
  - Keep it manageable!
Learning Goals

Written Component 2
http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/

Instructional Goals and Objectives

Writing Instructional Goals and Objectives

This site will introduce you to instructional goals, the three types of instructional objectives you may need to create to reach your goals, and the best way to write and assess them. Enjoy!
Standard:
• Understand the concept of Pi, know common estimates of Pi (3.14 and 22/7) and use these values to estimate and calculate the circumference and the area of circles. (MA.6.G.4.1)

Learning Goal:
• The student will understand and be able to explain the concept of π, list common estimates of π (3.14 and 22/7), and use these values to estimate and calculate the circumference and the area of circles.

Lesson Objective:
• Given an image of a circle or circular object with the circumference and diameter labeled, the student will explain the concept of π accurately in their own words.
Learning Goals

Requirements:

- From **three** to **five** of them
- **Measurable** – something you can assess
- **Challenging** – push your students to achieve
Cognitive Complexity

Bloom’s Original Taxonomy (Bloom & Krathwol, 1956)
Cognitive Complexity

Bloom’s Taxonomy Revised (Anderson & Krathwol, 2001)
Cognitive Complexity

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
Learning Goals

Requirements:

• From *three* to *five* of them
• *Measurable* – something you can assess
• *Challenging* – push your students to achieve
• *Varied* – both depth and breadth
• *Appropriate* – goals have to fit your context
• Linked to *Next Generation Sunshine State Standards*
• Apply to the *whole unit*
Define “Mastery”
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1) The Learning Goals component demonstrates skills and understanding beyond that which is typical of pre-professional educators.</td>
<td>ALL of the following indicators are met:</td>
<td>✓ No less than three but no more than five Learning Goals are stated in measurable terms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2) The Learning Goals are linked to related standards supported by the district, state, national, and/or professional organizations in the content area, grade level, and/or profession.</td>
<td>✓ The Learning Goals component describes performances of student mastery for each Learning Goal in measurable terms.</td>
<td>✓ The Learning Goals are linked to the related Next Generation Sunshine State Standard(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3) The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in the content area being taught.</td>
<td>✓ The Learning Goals are appropriate for the grade level, content area(s), AND the developmental level of the students in the class(es).</td>
<td>✓ The Learning Goals represent a variety of rigorous, challenging learning outcomes that include higher-order thinking skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E4) The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in other content areas.</td>
<td>✓ Learning Goals must be linked to the related Next Generation Sunshine State Standards in order to be evaluated at the Proficient level (Indicator P3). In order to be evaluated at the Exemplary level under Indicator E2, the Learning Goals must also be linked to other related standards (e.g., Common Core State Standards; the Partnership for 21st Century Skills’ Framework for Student Outcomes; curriculum standards developed by content area professional organizations like NCSS, NCTM, NCTE, or NSTA; etc.).</td>
<td>Three or four indicators at the Proficient level are met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Three or more indicators at the Proficient level are NOT met.</td>
<td></td>
</tr>
</tbody>
</table>
## Florida’s Common Core State Standards Implementation Timeline

<table>
<thead>
<tr>
<th>Year/Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>FL</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>2012-2013</td>
<td>FL</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>2013-2014</td>
<td>FL</td>
<td>L</td>
<td>L</td>
<td>B</td>
<td>L</td>
</tr>
<tr>
<td>2014-2015</td>
<td>FL</td>
<td>L</td>
<td>L</td>
<td>F</td>
<td>L</td>
</tr>
</tbody>
</table>

**F** - full implementation of CCSS for all content areas

**L** - full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)

**B** - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0
Assessment Plan

Written Component 3
You *must* make your own (FEAP A4b)

Pre and Post-Assessments must

- Measure the same things at the same level of difficulty
- Use similar assessment items or methods
- Measure what you said you were going to teach
- Measure each learning goal individually
- Both have the same number of available points
- Use higher-order thinking skills
- Include accommodations for individual learners
1. Fourth grade unit on expository writing

2. Sixth grade math unit on perimeter and area
FCAT Writing Rubrics

Rubrics are the scoring guidelines or criteria used to evaluate FCAT Writing essays. The rubric describes what is required for each possible score point. Three separate documents posted at the bottom of this page provide the rubrics for FCAT Writing.

**Holistic Scoring Method Used in FCAT Writing**

The holistic scoring method used to score FCAT Writing requires trained readers to evaluate the overall quality of each student’s draft. Rather than focusing on any one aspect of writing, readers consider the integration of four writing elements: focus, organization, support, and conventions.

**Focus** refers to how clearly the paper presents and maintains a main idea, theme, or unifying point.

**Organization** refers to the structure or plan of development (beginning, middle, and end) and the relationship of one point to another. Organization refers to the use of transitional devices (terms, phrases, and variations in sentence structure) to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point and the connections between and among sentences.

**Support** refers to the quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, credibility, and thoroughness.

**Conventions** refer to the punctuation, capitalization, spelling, and sentence structure. These conventions are basic writing skills included in Florida’s Sunshine State Standards.
FCAT Writing Rubric — Grade 4

Score Points in Rubric

The rubric further interprets the four major areas of consideration into levels of achievement.

6 Points. The writing is focused on the topic, has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices), and has ample development of the supporting ideas. The paper demonstrates a sense of completeness or wholeness. The writing demonstrates a mature command of language including precision in word choice. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the sentences are complete, except when fragments are used purposefully. Various sentence structures are used.

5 Points. The writing is focused on the topic with adequate development of the supporting ideas. There is an organizational pattern, although a few lapses may occur. The paper demonstrates a sense of completeness or wholeness. Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.

4 Points. The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. An organizational pattern is evident, although lapses may occur. The paper demonstrates a sense of completeness or wholeness. In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed. Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.
# 4th Grade Expository Writing

<table>
<thead>
<tr>
<th>Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Points Earned</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>The writing only minimally addresses the topic.</td>
<td>The writing may be slightly related to the topic or may offer little relevant information and few supporting ideas or examples.</td>
<td>The writing is generally focused on the topic, although it may contain extraneous or loosely related information.</td>
<td>The writing is generally focused on the topic, although it may contain some extraneous or loosely related information.</td>
<td>The writing is focused on the topic. The paper addresses all or most of the aspects of the prompt, but may not explicitly communicate the connection to the reader.</td>
<td>The writing is focused on the topic. The paper responds directly to the prompt, specifically addressing all of its parts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The writing that is relevant to the topic does not exhibit an organizational pattern; few, if any, transitional devices are used to signal movement in the text.</td>
<td>The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitional devices.</td>
<td>The paper may lack a sense of completeness or wholeness. Although an organizational pattern has been attempted and some transitional devices have been used, lapses may occur.</td>
<td>The paper demonstrates a sense of completeness or wholeness. An organizational pattern is evident, although lapses may occur.</td>
<td>The paper demonstrates a sense of completeness or wholeness. There is an organizational pattern, although a few lapses may occur.</td>
<td>The paper demonstrates a sense of completeness or wholeness and has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Supporting ideas may be sparse, and they are usually provided through lists, clichés, and limited or immature word choice.</td>
<td>Development of the few supporting ideas may be inadequate or illogical.</td>
<td>Some of the supporting ideas may not be developed with specifics and details.</td>
<td>In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed.</td>
<td>Adequate development of the supporting ideas</td>
<td>Ample development of the supporting ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Word choice is limited or immature. Frequent errors in spelling, capitalization, punctuation, and sentence structure may impede communication. The sentence structure may be limited to simple constructions.</td>
<td>Word choice may be limited or immature. Frequent errors may occur in basic punctuation and capitalization, and commonly used words may frequently be misspelled. The sentence structure may be limited to simple constructions.</td>
<td>Word choice is adequate but limited, predictable, and occasionally vague. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.</td>
<td>Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.</td>
<td>Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.</td>
<td>The writing demonstrates a mature command of language including precision in word choice. The sentences are complete, except when fragments are used purposefully. Various sentence structures are used. The conventions of punctuation, capitalization, and spelling are followed. Subject/verb agreement and verb and noun forms are generally correct.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4th Grade Expository Writing
Pre/Post Assessment Measures

- Your pre/post assessment measures consist of the prompts and your rubric.
- Describe your prompts and/or attach what you gave the students.
- Also attach your rubric to your TWS submission.
The TWS GraphMaker

Total Points Possible

Enter the total points possible on the pre/post assessment measures for each learning goal. If you did not use a learning goal, leave the cell for that learning goal blank.

<table>
<thead>
<tr>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Required Mastery Scores

Enter the number of points that a student must earn for each learning goal on the pre/post assessment measures to demonstrate mastery of that goal. If you did not use a learning goal, leave the cell for that learning goal blank.

<table>
<thead>
<tr>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
3) What is the area of the figure to the left? \( \text{LG2} \ 54.625 \text{cm}^2 \)

4) Rebecca wants to put up a fence around an area in her yard for Buffy, her dog. She wants Buffy's play area to be just as long as the side of her house, which is 18 ft long. If Rebecca only has 50 feet of fence, how wide can she make Buffy's play area?

\( \text{LG3} \ 7 \text{ ft} \)

5) Luis has some cylindrical pots to put his plants in that are 12 inches in diameter. He thinks they are too plain the way they are. He decides to decorate them by putting ribbon around them, but he can only order ribbon by a number of whole feet in length. How long must he order each piece of ribbon to go all the way around one pot?

\( \text{LG1} \ 4 \text{ ft} \)
The TWS GraphMaker

**Total Points Possible**

Enter the total points possible on the pre/post assessment measures for each learning goal. If you did not use a learning goal, leave the cell for that learning goal blank.

<table>
<thead>
<tr>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Mastery Scores**

Enter the number of points that a student must earn for each learning goal on the pre/post assessment measures to demonstrate mastery of that goal. If you did not use a learning goal, leave the cell for that learning goal blank.

<table>
<thead>
<tr>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Options for Pre/Post Assessment

- You *may* use the *same* assessment for pre/post
  - But you don’t have to...
  - Other options may be far more effective...
  - *And* they demonstrate *Exemplary* indicator *E2*
3) What is the area of the figure to the left? \[ \text{Area} = 54.625 \text{ cm}^2 \]

4) Rebecca wants to put up a fence around an area in her yard for Buffy, her dog. She wants Buffy's play area to be just as long as the side of her house, which is 18 ft long. If Rebecca only has 50 feet of fence, how wide can she make Buffy's play area? \[ \text{Width} = 7 \text{ ft} \]

5) Luis has some cylindrical pots to put his plants in that are 12 inches in diameter. He thinks they are too plain the way they are. He decides to decorate them by putting ribbon around them, but he can only order ribbon by a number of whole feet in length. How long must he order each piece of ribbon to go all the way around one pot? \[ \text{Length} = 4 \text{ ft} \]
5) Andre has some cylindrical pots to put his plants in that are 15 inches in diameter. He thinks they are too plain the way they are. He decides to decorate them by putting ribbon around them, but he can only order ribbon by a number of whole feet in length. How long must he order each piece of ribbon to go all the way around one pot?

LG1 4 ft

6) Xiaomei wants to put up a fence around an area in her yard for Rex, her dog. She wants Rex's play area to be just as long as the side of her house, which is 16 ft long. If Xiaomei only has 50 feet of fence, how wide can she make Rex's play area?

LG3 9 ft

7) What is the area of the figure to the left?

LG2 79.26 cm²
Pre-Assessment / Unit Test:

Pre-Assessment

Pre/Post Assessment

Unit Test

Pre/Post Assessment

Compare these portions for TWS

Additional Items for Unit Test
# Mini Pre-Assessments

<table>
<thead>
<tr>
<th>Day 0</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>After Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson 1</td>
<td>Lesson 2</td>
<td>Lesson 3</td>
<td>Additional Items for Unit Test</td>
</tr>
</tbody>
</table>

- Mini Pre/Post 1
- Mini Pre/Post 2
- Mini Pre/Post 3

Compare these portions for TWS
Imagine a continuum of content knowledge

1. Your unit teaches part
2. Part is required to succeed in your unit
3. A certain level is required for mastery
4. Pre and Post Assess *some* prior content plus content *to mastery*
The TWS GraphMaker

### Total Points Possible

Enter the total points possible on the pre/post assessment measures for each learning goal. If you did not use a learning goal, leave the cell for that learning goal blank.

<table>
<thead>
<tr>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### Required Mastery Scores

Enter the number of points that a student must earn for each learning goal on the pre/post assessment measures to demonstrate mastery of that goal. If you did not use a learning goal, leave the cell for that learning goal blank.

<table>
<thead>
<tr>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### Student Demographic and Assessment Data

Enter information for individual students in the table below. Only students to whom you have given the same pre/post assessment measures and with whom you have used the same design for instruction should be included in your analysis.

**Important:** Space has been provided for up to 200 students and no one class or group may contain more than 25 students. If you have more than 200 students or classes that have more than 25 students, speak with your University Coordinator.

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Class/Gp</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>EconDis</th>
<th>ESE</th>
<th>ESOL</th>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>S60</td>
<td>6</td>
<td>4</td>
<td>F</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
<td>L</td>
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</tr>
<tr>
<td>S14</td>
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<td>1</td>
<td>M</td>
<td>W</td>
<td>Y</td>
<td>K</td>
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<td>1</td>
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<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**Release Number:** 4.0.0

**Version, Update, Correction, and Change:** The version number should be used as in the version number.
### Pre-Assessment Data

Enter the number of points that the student earned on the pre-assessment for each learning goal. If you did not use a learning goal, leave the cells for that learning goal blank. If a student did not take the pre-assessment, leave all scores blank. Scores that indicate mastery of the Learning Goal will be formatted in **bold green** type.

<table>
<thead>
<tr>
<th>PreLG1</th>
<th>PreLG2</th>
<th>PreLG3</th>
<th>PreLG4</th>
<th>PreLG5</th>
<th>PreTotal</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>3</td>
<td>2</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

### Pre/Post Assessment Scoring Information

Please enter the following information scoring information for proper analysis:

**Total Points Earned:**
- Enter the total points earned on the pre-assessment for each learning goal. If you did not use a learning goal, leave the cells for that learning goal blank.

<table>
<thead>
<tr>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

### Student Demographic and Assessment Data

Enter information for individual students:

**Anonymous Student Identifier:** (must start with a letter)

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Class/G</th>
</tr>
</thead>
<tbody>
<tr>
<td>S60</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>S14</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>S11</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

**Data Entry:**

<table>
<thead>
<tr>
<th>StudentGraph</th>
<th>Class/G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PostAssessment Data:**

Scores earned on the post-assessment for each learning goal. Leave the cells for that learning goal blank if the Learning Goal has not been tested or left blank. Scores that indicate mastery of the Learning Goal will be formatted in **bold green** type.

<table>
<thead>
<tr>
<th>PostLG1</th>
<th>PostLG2</th>
<th>PostLG3</th>
<th>PostLG4</th>
<th>PostLG5</th>
<th>PostTotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
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<td></td>
<td>4</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
# The Rubric:

<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
</table>
| **Assessment Plan**
ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:
E1) The Assessment Plan component demonstrates skills and understanding beyond that which is typical of pre-professional educators.
E2) The pre/post assessment measures are designed in such a way that any change in students’ scores seen on the post-assessment can be reasonably attributed to student learning and not to memory of the pre-assessment.
E3) The Assessment Plan component includes a pre/post assessment blueprint that indicates the planned mode of assessment, cognitive complexity, related learning goal, and score weight associated with each assessment item.
E4) The pre/post assessment measures make use of assessment items such as extended responses, essays, and performance tasks.
E5) The Assessment Plan contains rubrics designed by the candidate that describe indicators of student performance at different levels of mastery.
| ALL of the following indicators are met:

- The candidate developed his or her own pre/post assessment measures.
- Both the pre-assessment and post-assessment measure the same learning outcomes at the same level of difficulty using similar assessment items and/or methods, and produce scores that can be compared to one another to show growth.
- The Assessment Plan indicates that ongoing assessment of student learning was planned before instruction began using a variety of formal and informal methods.
- The Assessment Plan indicates that assessments of student learning have been adapted to accommodate for the unique educational needs of individual learners in the class(es).
- The Assessment Plan links assessment of student learning to the Learning Goals.
- The pre-assessment and post-assessment use higher-order thinking skills to measure depth of student learning in a way that matches the cognitive complexity of the stated learning goals.
| Indicator P1 is met PLUS from two to four additional indicators at the Proficient level are met. |
| Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met. |
Your written Design for Instruction component must include:

- A brief report of pre-assessment results
- Discuss how those results informed your planning
- Provide a bullet-list of learning activities
- Link those activities to specific learning goals
Your Lesson Plans:

- A teacher’s lesson plans must contain:
  - Goals and/or objectives
  - The standards that those objectives address
  - Materials used
  - Learning activities and procedures
  - Assessment of student learning
  - Accommodations for individual students

- Your school or district may have specific requirements
Your Learning Activities:

- The learning activities must:
  - Be appropriate for your learners
  - Promote active learning
  - Encourage higher-order thinking
  - Use a variety of methods and approaches
  - Accommodate specific learning needs
  - Build student mastery
  - Represent content accurately
Lesson Objectives

- Break down the Learning Goals to create your Lesson Objectives

- Remember the ABCDs of objectives:
  - Audience: Who is learning? ("the student will")
  - Behavior: What will they do? (this becomes your assessment)
  - Conditions: Under what circumstances? (often starts with "given")
  - Degree: How well must they do it? (think "mastery")
Our example lesson objective:

- **The ABCDs:**
  - **Audience**
  - **Behavior**
  - **Conditions**
  - **Degree**

Given an image of a circle or circular object with the circumference and diameter labeled, the student will explain the concept of $\pi$ accurately in their own words.
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<td>Indicator P1 is NOT met OR five or more indicators at the Proficient level are NOT met.</td>
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<tr>
<td>E1) The Design for Instruction component demonstrates skills and understanding beyond that which is typical of pre-professional educators.</td>
<td>✔ All lesson plans for the unit are attached to the TWS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2) Learning activities incorporate available technology in a way that supports student understanding.</td>
<td>P2) The Design for Instruction component reports aggregate student performance on the pre-assessment and indicates that analysis of these results has been used to inform the design for instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3) Learning activities are designed to enhance the cultural relevance of the learning experience and incorporate the unique backgrounds and contributions of diverse learners in the classroom.</td>
<td>P3) Learning activities are explicitly linked to the Learning Goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P4) Learning activities and resources are appropriate for the grade level, developmental level, AND prior knowledge of the students.</td>
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<td>P6) The Design for Instruction includes a variety of learning activities and modes of instruction.</td>
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<td>P7) Learning activities have been adapted to accommodate for the unique educational needs of individual learners in the class(es).</td>
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<td>P8) Learning activities in the unit are arranged in a logical sequence that builds toward student mastery of the Learning Goals.</td>
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<td></td>
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<td></td>
<td>P9) Learning activities represent the content accurately and are consistent with current understandings in the field.</td>
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19. Repeat that process for each of the three sections to attach your TWS and GraphMaker in the first section, your Pre/Post Assessments in the second section, and your lesson plans in the third section.

20. Click “Submit Assignment”
## The Rubric:

### Design for Instruction

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Instructional Decision Making
Written Component 5
Instructional Decisions

- You may do this *hundreds* of times
- Give *two* examples
- For each example, describe
  - How you knew you needed to adjust
  - What adjustment you made
  - Why you selected that adjustment
  - How your adjustment impacted student learning
# The Rubric:

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</thead>
</table>
| ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: | **ALL of the following indicators are met:**  
   1. Two examples of instructional decision making are described in which student response(s) and/or assessment of student learning led to the modification of previously designed instruction.  
   2. Instructional decisions indicate that student learning is regularly and frequently monitored using a variety of methods, and that this information is used to drive instruction.  
   3. Instructional decisions are consistent with and support the stated learning goals.  
   4. The Instructional Decision Making component describes the rationale for the selected modification to planned instruction.  
   5. The Instructional Decision Making component describes the result of the selected modification to planned instruction. | Three or four indicators at the Proficient level are met. | Three or more of the indicators at the Proficient level are NOT met. |

- **E1** The Instructional Decision Making component demonstrates skills and understanding beyond that which is typical of preprofessional educators.
- **E2** The Instructional Decision Making component indicates that the candidate understands when instruction requires modification, as well as factors that lead to the need for modification.
- **E3** The Instructional Decision Making component describes how the candidate could alter his or her approach to instruction to prevent a similar need for modification of designed instruction in the future.
- **E4** Instructional decisions indicate a capacity to differentiate instruction to appropriately address the unique educational needs of individual learners.
Analysis of Student Learning

Written Component 6
The TWS GraphMaker

### Post-Assessment Data

Enter the number of points that the student earned on the post-assessment for each learning goal. If you did not use a learning goal, leave the cells for that learning goal blank. If a student did not take the post-assessment, leave all scores blank. Scores that indicate that the Learning Goal has not been mastered will appear in **bold red** type.

<table>
<thead>
<tr>
<th>PostLG1</th>
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<th>PostLG3</th>
<th>PostLG4</th>
<th>PostLG5</th>
<th>PostTotal</th>
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<td>9</td>
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<td></td>
<td>18</td>
</tr>
</tbody>
</table>
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<th>Unacceptable (0 pts)</th>
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</thead>
</table>
| **ALL**_of_the_indicators_at_the_Proficient_level_are_met_PLUS_two_or_more_of_the_following_additional_indicators_are_met. | **ALL**_of_the_following_indicators_are_met:  
  1. The pre/post assessment measures used with the unit are attached to the TWS.  
  2. The Analysis of Student Learning component includes at least one graph that shows pre/post assessment measures data for each student in the class(es). | Indicator P1 is met PLUS from four to eight additional indicators at the Proficient level are met. | Indicator P1 is NOT met OR six or more indicators at the Proficient level are NOT met. |
| **E1)** The Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators. | **P2)** The Analysis of Student Learning component includes at least one graph that shows pre/post assessment measures data for each student in the class(es). |                                                                                  |                                                                                                       |
| **E2)** Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning. | **P3)** The Analysis of Student Learning component reports aggregate pre and post assessment results for all students taught. |                                                                                  |                                                                                                       |
| **E3)** Pre and post assessment data are graphed and analyzed to identify the learning goal on which students showed the most growth and the learning goal on which students showed the least growth. | **P4)** The Analysis of Student Learning component includes a written summary and explanation for all pre and post assessment data that is presented in a graph. |                                                                                  |                                                                                                       |
| **E4)** The Analysis of Student Learning component reports and reflects on the pre and post assessment results for two individual students; one that reflects relatively high learning gains and one that reflects relatively low learning gains. | **P5)** Analysis of student learning is explicitly related to the Learning Goals. |                                                                                  |                                                                                                       |
|                                                                                  | **P6)** The Analysis of Student Learning component indicates the percent of students taught demonstrated mastery of the stated learning goals both before and after instruction. |                                                                                  |                                                                                                       |
|                                                                                  | **P7)** The Analysis of Student Learning component describes how the educational needs of students who did not demonstrate mastery of the learning goals on the post-assessment can be met through future remediation and instructional accommodations. |                                                                                  |                                                                                                       |
|                                                                                  | **P8)** Analysis of student learning is meaningful with reasonable conclusions drawn. |                                                                                  |                                                                                                       |
|                                                                                  | **P9)** The Analysis of Student Learning component provides evidence of the candidate’s impact on PK-12 student learning. |                                                                                  |                                                                                                       |
|                                                                                  | **P10)** The Analysis of Student Learning component discusses any student who failed the post-assessment, identifies factors that may have contributed to failure, and describes specific efforts or accommodations made by the candidate to prevent failure. |                                                                                  |                                                                                                       |
The GraphMaker Provides:

Pre/Post-Assessment Scores for All Students
The GraphMaker Provides:

Pre/Post Assessment Scores for Class 1

Pre/Post Assessment Scores for Class 3

Pre/Post Assessment Scores for Class 4
### The Rubric:

<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
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</thead>
<tbody>
<tr>
<td><strong>ALL</strong> of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E1)</strong> The Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators.</td>
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<td><strong>E2)</strong> Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning.</td>
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<td>✓ The pre/post assessment measures used with the unit are attached to the TWS.</td>
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<td>✓ The Analysis of Student Learning component includes at least one graph that shows pre/post assessment measures data for each student in the class(es).</td>
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<td></td>
<td></td>
</tr>
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<td>P3) The Analysis of Student Learning component reports aggregate pre and post assessment results for all students taught.</td>
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</table>
The GraphMaker Provides:

Pre/Post Assessment Averages for All Students

- Pre %: 26.6%
- Post %: 76.0%

Legend:
- Pre %
- Post %
# The Rubric:

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary (3 pts)</strong></td>
<td>All of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met.</td>
</tr>
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<td><strong>Proficient (2 pts)</strong></td>
<td>All of the following indicators are met:</td>
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<td>✓ The pre/post assessment measures used with the unit are attached to the TWS.</td>
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The GraphMaker Provides:

Pre/Post Assessment Scores by Learning Goal

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Pre %</th>
<th>Post %</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG1</td>
<td>25.9%</td>
<td>75.6%</td>
</tr>
<tr>
<td>LG2</td>
<td>30.8%</td>
<td>84.2%</td>
</tr>
<tr>
<td>LG3</td>
<td>22.1%</td>
<td>66.2%</td>
</tr>
</tbody>
</table>

Students Demonstrating Mastery by Learning Goal

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG1</td>
<td>58.5%</td>
<td></td>
</tr>
<tr>
<td>LG2</td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>LG3</td>
<td>50.8%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

Legend:
- Pre %
- Post %
The Rubric:

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<td>✓) The Analysis of Student Learning component includes a written summary and explanation for all pre and post assessment data that is presented in a graph.</td>
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<td>✓) Analysis of student learning is explicitly related to the Learning Goals.</td>
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<td></td>
<td>✓) The Analysis of Student Learning component describes how the educational needs of students who did not demonstrate mastery of the learning goals on the post-assessment can be met through future remediation and instructional accommodations.</td>
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<td></td>
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<td>✓) The Analysis of Student Learning component discusses any student who failed the post-assessment, identifies factors that may have contributed to failure, and describes specific efforts or accommodations made by the candidate to prevent failure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2) Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3) Pre and post assessment data are graphed and analyzed to identify the learning goal on which students showed the most growth and the learning goal on which students showed the least growth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E4) The Analysis of Student Learning component reports and reflects on the pre and post assessment results for two individual students; one that reflects relatively high learning gains and one that reflects relatively low learning gains.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Remember this?

<table>
<thead>
<tr>
<th>Anonymous Student Identifier (must start with a letter)</th>
<th>Grade Level (PK, K, or 1 through 12)</th>
<th>Class Period or Group (single digit number 1 through 8)</th>
<th>Gender (M or F)</th>
<th>Ethnicity</th>
<th>EconDis</th>
<th>ESE</th>
<th>ESOL Classification (LF, LP, LY, LZ, ZZ, or NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student S60</td>
<td>6</td>
<td>4</td>
<td>F</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>Student S14</td>
<td>6</td>
<td>1</td>
<td>M</td>
<td>W</td>
<td>Y</td>
<td>K</td>
<td>NA</td>
</tr>
<tr>
<td>Student S11</td>
<td>6</td>
<td>1</td>
<td>F</td>
<td>I</td>
<td>N</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student S52</td>
<td>6</td>
<td>4</td>
<td>F</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LP</td>
</tr>
<tr>
<td>Student S28</td>
<td>6</td>
<td>3</td>
<td>F</td>
<td>H</td>
<td>N</td>
<td>NA</td>
<td>LZ</td>
</tr>
<tr>
<td>Student S30</td>
<td>6</td>
<td>3</td>
<td>M</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>Student S57</td>
<td>6</td>
<td>4</td>
<td>M</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student S12</td>
<td>6</td>
<td>1</td>
<td>F</td>
<td>W</td>
<td>Y</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>Student S26</td>
<td>6</td>
<td>3</td>
<td>F</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LZ</td>
</tr>
<tr>
<td>Student S46</td>
<td>6</td>
<td>4</td>
<td>M</td>
<td>W</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student S07</td>
<td>6</td>
<td>1</td>
<td>M</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>LY</td>
</tr>
<tr>
<td>Student S04</td>
<td>6</td>
<td>1</td>
<td>M</td>
<td>H</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
The GraphMaker Provides:

- Pre/Post Assessment Averages by Ethnicity
- Pre/Post Assessment Averages by Socioeconomic
- Pre/Post Assessment Averages by Disability
- Pre/Post Assessment Averages by ESOL Status
- Pre/Post Assessment Averages by Class/Group

Bar graphs showing percentages for various categories including Class/Group 1 (29.3%), Class/Group 3 (26.6%) and Class/Group 4 (23.9%).
## The Rubric:

<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met.</td>
<td>ALL of the following indicators are met:</td>
<td>Indicator P1 is met PLUS from four to eight additional indicators at the Proficient level are met.</td>
<td>Indicator P1 is NOT met OR six or more indicators at the Proficient level are NOT met.</td>
</tr>
<tr>
<td>E1) The Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators.</td>
<td>✔️ The pre/post assessment measures used with the unit are attached to the TWS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔️ The Analysis of Student Learning component includes at least one graph that shows pre/post assessment measures data for each student in the class(es).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔️ The Analysis of Student Learning component reports aggregate pre and post assessment results for all students taught.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔️ The Analysis of Student Learning component includes a written summary and explanation for all pre and post assessment data that is presented in a graph.</td>
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<td></td>
</tr>
</tbody>
</table>

**Analysis of Student Learning**

- E1: The Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators.
- E2: Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning.
- E3: Pre and post assessment data are graphed and analyzed to identify the learning goal on which students showed the most growth and the learning goal on which students showed the least growth.
- E4: The Analysis of Student Learning component reports and reflects on the pre and post assessment results for two individual students; one that reflects relatively high learning gains and one that reflects relatively low learning gains.
Evaluation and Reflection

Written Component 7
Imagine two teachers...

Who would you hire?
## The Rubric:

<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met.</td>
<td>ALL of the following indicators are met.</td>
<td>From four to six indicators at the Proficient level are met.</td>
<td>Four or more indicators at the Proficient level are NOT met.</td>
</tr>
<tr>
<td><strong>E1</strong> The Evaluation and Reflection component demonstrates understanding beyond that which is typical of pre-professional educators.</td>
<td>1) The Evaluation and Reflection component identifies the learning goal on which students were the most successful, as well as the learning goal on which students were the least successful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E2</strong> The Evaluation and Reflection component identifies and reflects upon how technology could be used in a similar unit in the future to enhance the authentic learning of students.</td>
<td>2) The candidate identifies and reflects upon the factors that contributed to student growth with the most successful learning goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E3</strong> The Evaluation and Reflection component identifies and reflects upon how collaboration with other classes, teachers, or with community organizations and resources could be used in a similar unit in the future to enhance the authentic learning of students.</td>
<td>3) The candidate identifies and reflects upon the factors that may have hindered student growth with the least successful learning goal, and/or identifies instructional modifications that could have been made to increase student growth with this goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E4</strong> The candidate identifies and reflects upon aspects of instruction that enhanced/inhibited the authenticity of student learning and the cultural relevance of the learning experience.</td>
<td>4) The candidate identifies and reflects upon her/his strengths as a teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E5</strong> The candidate identifies a specific professional learning goal that emerges from the insights and experiences described in the TWS, and details logical steps to meet that goal.</td>
<td>5) The candidate identifies and reflects upon areas in which s/he can improve as a teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6) The candidate identifies and reflects upon his/her understanding of teaching, learning, and assessment deepened through teaching the unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7) Conclusions in this component are connected to and supported by the learning goals, instruction, and assessment results discussed in the TWS.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
That is the Teacher Work Sample
After the TWS:

- Make revisions recommended by coordinator
- Assemble all seven components into one file
- Submit to LiveText:
  - TWS Document
  - TWS GraphMaker (*with all data*)
  - Pre and Post Assessment Measures
  - All formal lesson plans
- Complete TWS Feedback Survey
2. Enter the six character token code provided by your coordinator

3. Click “Continue”
It’s the Age of Accountability
... the age when you must show your impact on student learning.
Post-Assessment:

- What is the first thing I must do for my TWS?
- How many learning goals should I have?
- If my Learning Goals component met all indicators at the Proficient level *plus* Exemplary indicator E2, what level is it?
- When the GraphMaker asks for data that I don’t have or can’t get, what do I do?
- If I have questions about the TWS or I need resources to help me, where should I go?
- Describe one way that the TWS can help you.
What do you notice in this graph?

Pre/Post Assessment Scores for Class 1

<table>
<thead>
<tr>
<th></th>
<th>Pre %</th>
<th>Post %</th>
</tr>
</thead>
<tbody>
<tr>
<td>S08</td>
<td>46.7%</td>
<td>40.0%</td>
</tr>
<tr>
<td>S18</td>
<td>40.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>S14</td>
<td>26.7%</td>
<td>46.7%</td>
</tr>
<tr>
<td>S16</td>
<td>26.7%</td>
<td>60.0%</td>
</tr>
<tr>
<td>S05</td>
<td>60.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>S04</td>
<td>63.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>S11</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>S12</td>
<td>43.3%</td>
<td>40.0%</td>
</tr>
<tr>
<td>S10</td>
<td>20.0%</td>
<td>23.3%</td>
</tr>
<tr>
<td>S07</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>S01</td>
<td>73.3%</td>
<td>73.3%</td>
</tr>
<tr>
<td>S02</td>
<td>73.3%</td>
<td>73.3%</td>
</tr>
<tr>
<td>S15</td>
<td>43.3%</td>
<td>30.0%</td>
</tr>
<tr>
<td>S13</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>S03</td>
<td>73.3%</td>
<td>73.3%</td>
</tr>
<tr>
<td>S09</td>
<td>76.7%</td>
<td>76.7%</td>
</tr>
<tr>
<td>S17</td>
<td>76.7%</td>
<td>76.7%</td>
</tr>
<tr>
<td>S06</td>
<td>33.3%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>
What do you notice in this graph?

Pre/Post Assessment Scores by Learning Goal

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Pre %</th>
<th>Post %</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG1</td>
<td>82.8%</td>
<td>82.2%</td>
</tr>
<tr>
<td>LG2</td>
<td>31.7%</td>
<td>71.7%</td>
</tr>
<tr>
<td>LG3</td>
<td>21.1%</td>
<td>62.2%</td>
</tr>
</tbody>
</table>
What do you notice in this graph?

Pre/Post Assessment Scores for Class 1

S12: 20.0% Pre, 60.0% Post
S04: 16.7% Pre, 63.3% Post
S03: 23.3% Pre, 63.3% Post
S07: 33.3% Pre, 70.0% Post
S10: 16.7% Pre, 70.0% Post
S08: 30.0% Pre, 76.7% Post
S14: 16.7% Pre, 80.0% Post
S05: 20.0% Pre, 83.3% Post
S16: 20.0% Pre, 83.3% Post
S11: 26.7% Pre, 86.7% Post
S13: 40.0% Pre, 46.7% Post
S18: 43.3% Pre, 86.7% Post
S02: 40.0% Pre, 86.7% Post
S15: 90.0% Pre, 90.0% Post
S01: 93.3% Pre, 93.3% Post
S17: 96.7% Pre, 96.7% Post
S09: 50.0% Pre, 93.3% Post
S06: 93.6% Pre, 96.7% Post

Legend: Pre %, Post %
What are your questions?
Thank you for your time and attention. Have a brilliant day and an amazing internship!

TWS web site:  
http://education.ucf.edu/clinicalexp/TWS.cfm

Matthew R. Lavery’s email address:  
mattlavery@knights.ucf.edu