

TWS Rubric

	Description of Expectation	Met	Developing	Beginning
<u>Contextual Factors</u>	Identify the target grade and describe the target population. This should be a full paragraph that describes the population's likes, dislikes, their developmental stage, etc.	The unique attributes of your target population are very clear AND you provide specific details.	Description of target population is general. You provide some details.	Description of target population is vague. You provide few or irrelevant details.
<u>Objectives / Learning Outcomes</u> Overview	Describe the goal of the unit and the relevance of the unit and lessons for this population. Use a Unit Organizer to show the relationships of lessons within your unit. Explain the scope and sequence. What should the students already have learned? How do you know they are ready?	Your goal is clearly stated <u>and</u> the unit and lessons are obviously appropriate for this group. You provide a complete unit organizer. Lessons fit into the unit plan logically.	Your goal is stated but is wordy <u>and</u> the unit and lessons are clearly appropriate for this group. You provide a unit organizer but the linkage among the lessons is not logical.	Your goal is vague or unclear <u>and/or</u> , the appropriateness of the unit and lessons (for this group) is not convincing. Your unit organizer is unclear <u>and/or</u> incomplete.
<u>Objectives / Learning Outcomes</u> Lesson and Unit Objectives	Describe the specific behavior that the students will perform, the conditions under which it will be performed, and the criteria for assessing mastery. Objectives must be aligned with Core Curriculum and national standards.	Behavior, criteria, and conditions are clearly communicated and clearly <u>and</u> concisely written (no unnecessary words). Standards are clearly identified and appropriate.	Two of the three (behavior, criteria, and/or conditions) are apparent. Objectives are not clearly tied to Core Curriculum.	Behavior, criteria, and/or conditions are unclear or missing. No reference to Core Curriculum.
<u>Assessment Plan</u>	For each lesson, describe the assessment measure for determining whether the lesson's objective(s) were met. Provide a summative assessment for the unit.	The behavior assessed exactly matches the behavior described in the objective and description of each lesson. Your summative assessment covers the entire unit <u>and</u> clearly relates to the unit's goal. You have used multiple means of assessment and have adapted to meet the needs of your students.	The behavior assessed closely resembles the behavior described in the objective and description of each lesson. Your summative assessment does not address each of the lessons <u>or</u> does not relate to the unit's goal. There is little evidence of adapting to meet the needs of your students.	The behavior assessed is inconsistent with that described in the objective and/or description of one or more lessons. Summative assessment is incomplete <u>or</u> not present.

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<p><u>Design for Instruction</u></p> <p>Lesson Materials</p>	<p>List all materials (and explanations if necessary) including electronic files, that are needed for lesson. Be sure to have a reference list!</p>	<p>Materials are listed and explained. Materials are carefully chosen to enhance the concepts being taught. There is a complete reference list.</p>	<p>All materials are listed, but how they are to be used is a bit unclear. Some items are not referenced.</p>	<p>All materials are not listed and/or are poorly organized. There is no reference list provided.</p>
<p><u>Design for Instruction</u></p> <p>Lesson Description</p>	<p>Describe how the lesson will work. Describe the lesson so that another teacher could understand it and implement it without your presence. (Note - use a bulleted or numbered list to clearly organize the procedures to follow. Use active voice, direct address as if you were talking to the instructor)</p>	<p>Description is sufficiently clear to enable a third party to try the lesson out. Description is clear yet economically written. Lessons align with objectives, and contextual information is used to select appropriate activities, assignments, and resources. You have used an appropriate planning format. The content is accurately presented.</p>	<p>Description is fairly clear. It may be a bit wordy and/or repetitive. Limited variety of strategies, assignments, and resources, or contextual content is not reflected adequately. There are few errors in content presented. You have used an appropriate planning format but elements may be missing.</p>	<p>Description is unclear and difficult to follow. Limited variety of strategies, assignments, and resources, or contextual content is not reflected adequately. There are several errors in content presented. Your planning format is sketchy and many elements are missing.</p>
<p><u>Instructional Decision-Making</u></p>	<p>Is there evidence of changes based on student learning? Have you used Universal Design for Learning as appropriate so modifications are minimized?</p>	<p>Your decisions are based on sound professional practices, and you have indicated changes based on student learning. Any necessary modifications retain the integrity of your lesson objectives.</p>	<p>There is evidence of some adjustment based on student learning. However, modifications could have been made that would have benefited more of your students. Some adjustments or modifications changed the lesson's objectives.</p>	<p>Modifications were made that did not relate to objectives. Little use of modifications or adjustments. Little awareness of student learning.</p>
<p><u>Analysis of Student Learning</u></p>	<p>Describe how you used assessment data to profile student learning and communicate student progress and achievement. Present data on pre- and posttest assessments, and describe target students at the high, median, and low levels.</p>	<p>Data are presented clearly and accurately. There is a direct alignment with stated learning goals. You have provided a clear and concise interpretation of the data which provides evidence of student learning.</p>	<p>Data are presented clearly and accurately, and you have attempted to align the data with lesson and unit objectives. Student learning is evident, but your interpretation is vague or lacks sufficient depth.</p>	<p>Data are unclear and confusing and do not seem to align with objectives. There is little attempt to interpret student learning or to analyze your impact.</p>
<p><u>Reflection and Self-Evaluation</u></p>	<p>Describe and reflect on your instruction and student learning; how will you improve your teaching in the future? What lessons have you learned from this experience?</p>	<p>You have meaningful insights on student learning, your instruction, and assessment. You have described implications for future teaching and professional growth clearly and in depth.</p>	<p>You have identified some areas for future professional growth, but have not linked them to this experience. Some observations are shallow. You have more description than reflection.</p>	<p>Little evidence of reflection. Professional development is not addressed, or it is unclear. Few insights on effective instruction or assessment.</p>