

Work Sample Rubric

	Developing	Proficient	Advanced
I. Setting and Context (Standards 5, 8, & 9)	Describes obvious factual information.	Thoughtful analysis, describes and explains components of context.	Evaluation shows insightful interaction of teacher with specific classroom, makes critical judgments.
1. Describe the culture and community context.			
2. Identify different viewpoints in community.			
3. Describe the existing support structure for the school including support from the community, parents, and volunteers.			
4. Describe the classroom context and group dynamics.			
5. Identify classroom management systems.			
6. Narrative Comments:			
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II. Unit Topic and Rationale (Standards 1, 2, & 6)	Describes in general terms.	Thoughtful analysis, describes and explains components.	Evaluation relates specific aspects of the lesson to the wider context of the discipline, Includes some critical judgments. Lesson has potential to inform both subsequent lessons and other practices.
1. Explain significance of chosen topic to personal art making process.			
2. Explain significance of topic in the context of a “continuing art dialogue.”			
3. Envision impact of topic on students and their local and global community.			
4. Discuss integration of topic with educational goals of other disciplines including literacy and numeracy.			
5. Narrative Comments:			

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III. Standards, Goals, and Objectives (Standards 1, 4, 5 & 6)	Describes in general terms.	Thoughtfully analysis. Describes and explains goals and objectives.	Evaluation shows critical judgments of appropriate goals and objectives.
1. Goals and objectives are appropriate, clearly written and aligned with State Content Standards.			
2. Objectives identify specific new content learning (terms, concepts, materials etc.).			
3. Objectives support necessary aspects of creative processes (self agency, personal meaning etc.).			
4. Objectives relate specific content of lesson to historical human expression. (How does your lesson relate to what other artists do?)			
5. At least one goal/objective should address literacy: speaking, writing, reading, or listening.			
6. There should be clear goals/objectives relating to content.			
7. Objectives are clearly written.			
8. Objectives should address the goals.			
9. Narrative Comments:			

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IV. Instructional Plan/Management (Standards 5 & 6)	Describes in general terms.	Thoughtful analysis. Describes and explains components of unit plan.	Evaluation shows critical judgments about components of unit plan.
1. Plans are detailed and clearly aligned with objectives.			
2. Plans include all key components of a lesson plan.			
3. Plans align objectives and assessment.			
4. Unit plan demonstrates at least three different instructional strategies.			
5. Unit plan must represent a cohesive unit rather than a collection of activities.			
6. Unit plan includes adaptations and accommodations for individuals when needed.			
7. Each lesson includes brief responses written soon after the lesson is completed about: what went well, what surprised you, and what you			
8. Narrative Comments:			
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V. Assessment (Standard 3)	Describes in general terms.	Thoughtful analysis. Describes and explains assessment.	Evaluation shows critical judgments about assesment.
1. Include method and criteria for assessment.			
2. Unit contains pre- and post-assessment items aligned with objectives.			
3. A variety of assessment tools are used including traditional, authentic, informal observation, self-assessment, and peer assessment .			
4. Knowledge of grading/scoring is demonstrated.			
5. All assessments include avenues for student reflection.			
6. Narrative Comments:			

VI. Assessment & Reflective Essays (Standards 2, 3 & 7)	Developing	Proficient	Advanced
Assessment analysis	Describes in general terms.	Thoughtful analysis. Describes and explains analysis, summary and reflection.	Evaluation shows critical judgments about analysis, summary, and reflection.
1. Analysis of pre and post assessments are done appropriate to content. Analysis should answer the question, "What do these assessments show about the learning that did or did not occur in the			
2. When appropriate assessment results are analyzed (1) by student and (2) by cluster.			
3. Interpret student learning by discussing individual gains as well as those who do not show gains.			
Assessment summary			
1. Essay summarizes the assessment decisions made, how they were designed, how they were administered, and includes criteria and scores.			
2. Essay explains how you determined grading criteria and scores.			
3. Give examples to support your conclusions.			
4. Narrative Comments:			
Reflective essay			
1. What went well?			
2. What did you learn?			
3. What would you do differently?			
4. Include your thoughts about classroom management, your evolving philosophy, personal and professional goals.			
5. What feelings and thoughts did you experience as you taught the unit?			
6. What meaning does this experience hold for you personally and educationally?			
7. What do you have to say about this experience that has not been said anywhere else?			
8. Narrative Comments:			

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VII. Organization and Presentation	Demonstrates beginning stages of understanding what is expected.	Thoughtfully presented. Shows teacher in a learning mode.	Demonstrates exemplary attention to detail and professionalism.
1. Title page with your name, title of the unit, dates taught			
2. Components: title page, table of contents, description of setting, rationale, related state and district goals, unit goals and objectives, lesson plans, pre and post assessments, assessment analysis, assessment summary, reflective essay, bibliography, appendix			
3. Organization is coherent, logical, and easy to follow			
4. Professionally presented			
5. Word-processed			
6. Neat			
7. Grammatically and mechanically correct (few grammatical, spelling, or mechanical errors)			
8. Turned in on time			
9. Narrative Comments:			