



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Teacher Education Office
 1175 Maple Street, Room 104
 Indiana, PA 15705
 724-357-2485 Fax: 724-357-3294

Step Three Portfolio Evaluation Teacher Work Sample Rubric and Check sheet

	Target 3	Acceptable 2	Unacceptable 1
Description of Learning Environment/Inclusive Context	Description consists of a full, detailed description of the school site and student body.	Description includes relevant information about the school site and students.	Description is incomplete and/or missing key information.
Planning for Instruction in Inclusive Settings: Unit Plan	Unit plan follows required format. Unit plan addresses required subject-specific P-12 student standards. Interdisciplinary connections and technology are the focus of much of the unit. Critical thinking plays a key role in the unit.	Unit plan follows required format. Unit plan addresses required subject-specific P-12 student standards. Interdisciplinary connections and technology are addressed in the unit. Critical thinking is evident.	Unit plan does not follow required format and may not address required subject-specific P-12 student standards. Interdisciplinary connections and technology are minimal. Critical thinking skills are not evident.
Planning for Instruction in Inclusive Settings: Selected Lesson Plans	Lesson plans follow required format and effectively address required subject-specific P-12 student standards. All lesson objectives are learner-centered and measurable. Critical thinking skills are integrated. All lesson activities address objectives appropriate to all learners in inclusive settings. There is evidence of a variety of instructional activities.	Lesson plans follow required format and address required subject-specific P-12 student standards. All lesson objectives are learner centered and measurable. Some attention is given to critical thinking skills. All lesson activities address objectives that are appropriate to all learners in inclusive settings.	Lesson plans do not follow required format and may not address required subject-specific P-12 student standards. Some lesson objectives may not be learner-centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner-centered and may not be appropriate to all learners in inclusive settings. Instructional materials may be inadequate to meet the needs of all learners in inclusive setting.



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Implementing Instruction: Evaluation by Supervisors	Observations by cooperating teacher and university supervisor indicate that the candidate exceeded student teaching expectations.	Observations by cooperating teacher and university supervisor indicate that the candidate met the majority of the student teaching expectations.	Observations by cooperating teacher and university supervisor indicate that the candidate did not meet several student teaching expectations.
Implementing Instruction: Self-Evaluations on Lesson Plans	Self-evaluations present a thorough analysis of the lesson, link learning theories to practice, and offer a systematic approach to improvement.	Self-evaluations are reflective, link some learning theories to practice, analyze positive and negative aspects of lesson, and include ideas for improvement.	Self-evaluations lack depth and detail. They are superficial and may attribute lesson results to factors such as those perceived to be caused by students and/or cooperating teacher, and fail to link learning theories and practice.
Assessment of Student Learning in Inclusive Settings: Design of Assessments	Highly effective design of pre- and post-assessments is evident. Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are effectively designed. Samples of student work are included.	The design of pre- and post-assessments is satisfactory. Assessments effectively assess targeted objectives. Assessments are mostly contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.	Ineffective design of pre- and/or post-assessments. Assessments fail to assess targeted objectives and/or are not contextualized, meaningful, or learner-centered. Rubrics are either not included or are ineffective. Grading system is unsatisfactory. Samples of student work may not be included.
Assessment of Student Learning in Inclusive Settings: Impact on Student Learning	Pre-/Post-assessment results provide convincing evidence of student learning. Data confirm that all students learned as a result of instruction.	Pre-/Post-assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction.	Pre-/Post-assessment results do not provide evidence of student learning. Data do not confirm that the majority of students learned as a result of instruction.



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Analysis of Student Learning: Formative and Alternative Assessments	A thorough, detailed analysis of data. Comparison of pre- and post- test performance is detailed and reflection on student performance is thorough and insightful.	Analysis of data is complete and effectively presented. Compares pre- and post-test performance and offers a rationale for the quality of student performance.	Analysis of data may lack details and/or may not be effectively presented. Comparison of pre- and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance.
Reflection on Teaching Effectiveness	Reflection on teaching effectiveness is detailed and includes connections to the Danielson framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate proposes a systematic, effective plan for improving each student's performance based on results of this work sample.	Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson framework. Commentary links learning theories to practice. Candidate offers several effective ideas for improving each student's performance based on results of this work sample.	Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson framework. Commentary does not adequately analyze teaching practices and /or link learning theories to practice. The ideas offered by candidate for improving each student's performance are inadequate and/or ineffective and may not be based on the results of the work sample.
Reflection on Professional Growth	Candidate provides a comprehensive plan for professional growth and improvement in teaching.	Candidate identifies several aspects of professional growth needed and sets several goals for improvement.	Candidate is unable to plan effectively for future professional growth.



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Student's Name: _____ Banner ID: _____

Major: _____ Semester: _____ Year: _____

Scoring for Work Sample:

- _____ points Description of the Learning Environment / Inclusive Context
 - _____ points Planning for Instruction in Inclusive Settings: Unit Plan
 - _____ points Planning for Instruction in Inclusive Settings: Selected Lesson Plans
 - _____ points Implementing Instruction: Evaluation by Supervisors
 - _____ points Implementing Instruction: Self-Evaluations on Lesson Plans
 - _____ points Assessment of Student Learning in Inclusive Settings: Design of Assessments
 - _____ points Assessment of Student Learning in Inclusive Settings: Impact on Student Learning
 - _____ points Analysis of Student Learning: Formative and Alternative Assessments
 - _____ points Reflection on Teaching Effectiveness
 - _____ points Reflection on Professional Growth
- _____ points **TOTAL RUBRIC SCORE**

Please note that raw scores cannot be converted directly to percentages on a scoring rubric. There are various options for determining a percentage. One is to use a formula such as the following:

Apply Rubric Formula: (Total Rubric Points x 52) / 30 + 48 = _____% Grade: _____

For example: (26 x 52) = 1352 / 30 = 45.07 + 48 = 93.07 % Grade: A

Another option is to calculate the percentage using the following website: www.roobrix.com. The site contains a table in which you provide a few pieces of information, including what you want the lowest passing percentage to be, and the table calculates the percentage for you immediately.