



Brigham Young University  
Education Preparation Program

# Scoring Guide (RTWS)

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Developed by

Renaissance Teacher Work Sample  
(RTWS)

# **The Renaissance Partnership For Improving Teacher Quality**

## **TEACHER WORK SAMPLE SCORING GUIDE**

**Standards**

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**June 2002**

Representatives from the 11 Renaissance Partnership Project sites were responsible for developing the June 2002 version of the prompt and scoring rubric:

**California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University.**

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**This document can be downloaded free of charge from the website <http://edtech.wku.edu/rtwsc>**

# Contextual Factors Scoring Guide

## Standard

*The teacher uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction, and assessment.*

## Sources of Evidence

- *Contextual Factors*
- Learning Goals
- Assessment Plan
- Design for Instruction
- Instructional Decision Making

## Assessment Indicators and Questions

### 1. Knowledge of Community, School, and Classroom Factors

*Does the teacher display comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning?*

### 2. Knowledge of Characteristics of Students

*Does the teacher display general and specific understanding of student differences that may affect learning?*

### 3. Knowledge of Students' Varied Approaches to Learning

*Does the teacher display general and specific understanding of the different ways students learn that may affect learning?*

### 4. Knowledge of Students' Skills and Prior Learning

*Does the teacher display general and specific understanding of students' skills and prior learning that may affect learning?*

### 5. Implications for Instructional Planning and Assessment

*Does the teacher provide specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics?*

## Definition of Terms

- **Community:** Places where students live (i.e., neighborhoods, towns, cities); school district
- **Learning styles:** A general term to describe how students naturally learn and process information
- **Learning modalities:** Usually refers to the preferred senses students use for learning, such as visual or auditory
- **Skills:** Ability to perform processes or tasks
- **Prior learning:** Student competencies, experiences, information that may affect learning.

## General Considerations

- *Must the teacher provide an implication for every contextual factor described?* No.
- *What are specific implications?* Those things that will affect planning for instruction and assessment.
- *Must the teacher discuss factors related only to the learning goals featured in the TWS?* No, but factors discussed should relate to learning of students and should not stray too far from the learning goals.

# Learning Goals Scoring Guide

## Standard

*The teacher sets significant, challenging, varied, and appropriate learning goals.*

## Sources of Evidence

- *Learning Goals*
- Assessment Plan
- Design for Instruction
- Instructional Decision-Making

## Assessment Indicators and Questions

### 1. Significance, Challenge, and Variety

*Do the goals reflect several types or levels of learning and are they significant and challenging?*

### 2. Clarity

*Are the goals clearly stated as learning outcomes?*

### 3. Appropriateness for Students

*Are the goals developmentally appropriate? Are they appropriate for prerequisite knowledge, skills, and experience? Do the goals meet the needs of the students?*

### 4. Alignment with National, State or Local Standards

*Are the goals explicitly aligned with national, state, or local standards?*

## Definition of Terms

- **Types of learning:** Knowledge, skills, and dispositions
- **Levels of learning:** General term used to differentiate between lower levels such as memory, knowledge or a simple application; and higher levels that require more complex mental processes, such as analysis, making inferences and evaluative judgments
- **National, state, or local standards:** General statements about learning expectations or what P-12 students or teacher candidates should know and be able to do as required by national, state, or local standards
- **Learning Outcomes:** (Learning target as stated in glossary) A general term that is used to replace “learning objective” and states more specifically what students should know and be able to do in measurable terms
- **Appropriate for development:** Appropriate for the student’s level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/ or prior level of achievement

## General Considerations

- *How many learning goals should be cited?* More than one
- *Must the learning goals be written in a specific format?* No
- *Is it acceptable to cite only one type of standard (national, state, local)?* Yes

# Assessment Plan Scoring Guide

## Standard

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.*

## Sources of Evidence

- *Assessment Plan*
- Design for Instruction

## Assessment Indicators and Questions

### 1. Alignment with Learning Goals and Instruction

*Are the learning goals assessed through the assessment plan? Are assessments congruent with the learning goals in content and cognitive complexity?*

### 2. Clarity of Criteria for Performance

*Are assessment criteria clear and explicitly linked to the learning goals?*

### 3. Multiple Modes and Approaches

*Does the assessment plan include multiple assessment modes? Does the assessment plan assess student performance throughout the instructional sequence?*

### 4. Technical Soundness

*Do the assessments appear to be valid? Are scoring procedures clearly explained? Are directions and procedures clear to students?*

### 5. Adaptations Based on the Individual Needs of Students

*Does the teacher make adaptations to assessments that are appropriate to meet the individual needs of students?*

## Definition of Terms

- **Cognitive complexity:** Variety of levels of learning goals, such as Bloom's Taxonomy.
- **Criteria for performance:** The evidence you are going to use to determine the extent to which the student will demonstrate performance relative to the learning goals.
- **Assessment mode:** Variety of assessment methods used.
- **Valid:** An assessment instrument is valid if it measures the learning goals.

## General Considerations

- *Must the assessment plan include performance assessment?* No, if the teacher includes other modes or varieties.
- *How many types of assessments constitute "multiple" assessments?* Two or more.
- *What types of validity information should be provided?* Content validity (alignment of learning goals and content of the assessment).
- *How does the assessor know if directions and prompts are clear to students?* Teacher includes directions for the assessment.
- *Must there be an adaptation for every assessment included in the assessment plan?* No, but if no adaptations were needed throughout the TWS, the teacher must give rationale.

# Design for Instruction Scoring Guide

## Standard

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

## Sources of Evidence

- *Design for Instruction*
- Instructional Decision-Making

## Assessment Indicators and Questions

### 1. Alignment with Learning Goals

*Are all lessons explicitly linked to learning goals? Are all learning activities, assignments, and resources aligned with learning goals? Are all learning goals covered in the design?*

### 2. Accurate Representation of Content

*Does the teacher's use of content appear to be accurate? Is the focus of the content congruent with the big ideas or structure of the discipline?*

### 3. Lesson and Unit Structure

*Are lessons within the unit logically organized? Do lessons appear to be useful in moving students toward achieving the learning goals?*

### 4. Use of a Variety of Instruction, Activities, Assignments, and Resources

*Does the instructional design include variety across instruction, activities, assignments, and resources? Does this variety clearly contribute to learning?*

### 5. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources

*Has instruction been designed with reference to contextual factors and pre-assessment data? Are activities and assignments productive and appropriate for each student?*

### 6. Use of Technology

*Does the teacher integrate appropriate technology that makes a significant contribution to teaching and learning? If no technology is used, does the teacher provide a rationale?*

## Definition of Terms

- **Big ideas:** Concepts or principles that are central to the particular topic.
- **Structure of the discipline:** Tools or processes of the discipline used to understand the big ideas.
- **Technology:** Electronic tools; computers, calculators, cameras, audio-visual recorders, assistive technology, or other tools of the discipline (e.g., microscopes, probes).

## General Considerations

- *What constitutes sufficient variety of instruction, activities, assignments, and resources?* At least three different instructional activities, assignments, or resources.
- *Are published worksheets acceptable?* Yes, but not exclusively. Must be contextually appropriate. Must cite references.
- *What is appropriate technology integration?* Use for either teacher facilitation of student learning or for students' use to facilitate their learning.

# Instructional Decision Making Scoring Guide

## Standard

*The teacher uses on-going analysis of student learning to make instructional decisions.*

## Sources of Evidence

- *Instructional Decision-Making*
- Design for Instruction

## Assessment Indicators and Questions

### 1. Sound Professional Practice

*Are instructional decisions pedagogically sound?*

### 2. Modifications Based on Analysis of Student Learning

*Have appropriate modifications of the instructional plan been made to address individual student needs? Are these modifications informed by the analysis of student learning/performance, best practices, or contextual factors? Are explanations included as to why the modifications would improve student progress?*

### 3. Congruence Between Modifications and Learning Goals

*Are modifications in instruction congruent with learning goals?*

## Definition of Terms

- **Pedagogically sound:** The methods or strategies are appropriate for the specific content and for diversity of the learners.
- **Modifications:** Change from original instructional plan (i.e., materials, learning environment, strategies, etc.) based on information about students

## General Considerations

- *What constitutes an “appropriate” modification?* The modification has the potential to improve student learning and/or performance.
- *Must all modifications be informed by student learning/performance, best practice, or demands of the context?* Yes

# Analysis of Student Learning Scoring Guide

## Standard

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

## Sources of Evidence

- *Analysis of Learning Results*
- Evaluation and Self-Reflection

## Assessment Indicators and Questions

### 1. Clarity and Accuracy of Presentation

*Is the presentation easy to understand? Is the presentation free of errors?*

### 2. Alignment with Learning Goals

*Is the analysis aligned with learning goals? Does the analysis provide a comprehensive profile of student learning for the whole class, subgroups, and two individuals?*

### 3. Interpretation of Data

*Is the interpretation of data meaningful? Are appropriate conclusions drawn from the data?*

### 4. Provides Evidence of Impact on Student Learning

*Does the analysis include evidence of the impact on student learning in terms of the number of students who achieved and made progress towards each learning goal?*

## Definition of Terms

- **Technically accurate:** Collect, analyze and accurately report data in graphic and narrative format; conclusions must be supported by data
- **Subgroups:** A subset of the class based on specific, distinguishing characteristics
- **Comprehensive profile:** Both aggregated and disaggregated data that reflect learning goals

## General Considerations

- *How does the teacher work sample assessment prompt define a “comprehensive profile” of student learning?* Pre- and post-assessment for all learning goals and graphic representation.
- *What data needs to be included for the whole class? For the subgroup(s)? For individual students?*
  - Whole class:** pre- and post-assessment for all learning goals and graphic representation
  - Subgroups:** pre- and post-assessments on one learning goal, graphic representation
  - Individuals:** pre-, formative, and post-assessments; specific examples of student work on two learning goals.
- *What constitutes “evidence of impact on student learning”?* Change in student scores between pre- and post-assessments or individual examples of student work.

# Reflection and Self-Evaluation Scoring Guide

## Standard

*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*

## Sources of Evidence

- *Evaluation and Self-Reflection*
- Analysis of Learning Results

## Assessment Indicators and Questions

### 1. Interpretation of Student Learning

*Does the teacher use evidence to support conclusions drawn in the Analysis of Student Learning section? Does the teacher explore multiple hypotheses for why some students did not meet learning goals?*

### 2. Insights on Effective Instruction and Assessment

*Does the teacher identify successful and unsuccessful activities and assessments and provide plausible reasons (based on theory or research) for their success or lack thereof?*

### 3. Alignment Among Goals, Instruction, and Assessment

*Does the teacher logically connect learning goals, instruction and assessment results in the discussion of student learning and effective instruction?*

### 4. Implications for Future Teaching

*Does the teacher provide ideas for redesigning learning goals, assessment, and instruction and explain why these modifications would improve student learning?*

### 5. Implications for Professional Development

*Does the teacher present professional learning goals that clearly emerge from the insights and experiences described in this section? Does the teacher describe specific steps for meeting these goals?*

## Definition of Terms

- **Hypotheses:** Probable reasons why learning did or did not occur. Possible explanations for why learning did or did not occur
- **Professional learning goals:** From the TWS experience, what has the teacher identified that he or she needs to know and be able to do to improve student learning. The teacher must identify specific steps (e.g., a book to read, workshop to attend, teacher to observe etc.)

## General Considerations

- *To what extent do research and theory need to be cited?* Only to the extent that it is referenced in the TWS.
- *How comprehensive should the professional learning goals be?* The professional goals must state what needs to be learned and what specific steps need to be taken.