

York College of the City University of New York  
Department of Teacher Education  
**Work Sample Scoring Sheet (SPANISH)**

Name: \_\_\_\_\_ Content Area: \_\_\_\_\_  
Topic: \_\_\_\_\_ Professor: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ Semester: \_\_\_\_\_  
Year: \_\_\_\_\_

**0-1=Unacceptable 2-3=Acceptable 4-5=Target**

**PLEASE INDICATE EXACT SCORE: 0, 1, 2, 3, 4, 5**

<b>Criteria for Work Sample</b>	<b>(0-1)</b>	<b>(2-3)</b>	<b>(4-5)</b>
<b>Step 1. Contextual Factors</b>			
Knowledge of Community, District, School, and Classroom Factors			
Knowledge of Student Characteristics			
Implications for Instructional Planning and Assessment			
<b>Overall score for Step 1 (0-5)</b>			
<b>Step 2. Learning Goals</b>			
Goals reflect Essential Questions and Enduring Understandings			
Alignment with NYS Learning Standards ( <i>ACTFL 4a</i> )			
Alignment with Standards for Foreign Language Learning ( <i>ACTFL 4a</i> )			
<b>Overall Score for Step 2 (0-5)</b>			
<b>Step 3. Assessment Plan</b>			
Alignment with Learning Goals and Instruction ( <i>ACTFL 5a</i> )			
Use of Variety of Assessments ( <i>ACTFL 5a</i> )			
Compatibility and Design of Pre- and Post-Instruction Assessments			
Assessment Plan Includes Monitoring of Student Learning ( <i>ACTFL 5a</i> )			
Adaptations of Assessments			
Quality of Assessment Instrument(s)			
<b>Overall score for Step 3 (0-5)</b>			
<b>4. Design for Instruction</b>			
Alignment with Learning Goals ( <i>ACTFL 3b</i> )			
Alignment with Assessment Plan			
Lesson and Unit Structure			
Inclusion of a Variety of Instructional Strategies ( <i>ACTFL 3b</i> )			
<b>Overall score for Step 4 (0-5)</b>			
<b>5. Instructional Decision-Making</b>			
Modifications Based on Pre-Assessment of Student Learning ( <i>ACTFL 5b</i> )			
Continuous Monitoring of Student Learning ( <i>ACTFL 5b</i> )			
Congruence Between Modifications and Learning Goals ( <i>ACTFL 5b</i> )			
<b>Overall Score for Step 5</b>			
<b>6. Analysis of Student Learning</b>			
Accuracy and Completeness of Data Collection			
Graphic Presentation of Data			
Interpretation of Data ( <i>ACTFL 5c</i> )			

<b>Criteria for Work Sample</b>	<b>(0-1)</b>	<b>(2-3)</b>	<b>(4-5)</b>
Data Demonstrate Positive Effect of Instruction			
<b>Overall Score for Step 6 (0-5)</b>			
<b>7. Reflection and Self-Evaluation</b>			
Reflection on Learning Goals ( <i>ACTFL 5b</i> )			
Reflection on Two Students ( <i>ACTFL 5b</i> )			
Implications for Future Teaching ( <i>ACTFL 5b</i> )			
Implications for Professional Development			.
<b>Overall Score for Step 7 (0-5)</b>			

## Scoring Rubric

Your unit plan will be scored based on the rubric below. Note that you must achieve at minimum an acceptable rating (score of 2) on *each step* in order to successfully complete this assignment. ("ST" is used as abbreviation for "student teacher.")

Criteria	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
<b>Step 1. Contextual Factors</b>				
<b>Knowledge of Community, District, School, and Classroom Factors</b>	ST displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	ST displays knowledge of the characteristics of the community, school, and classroom that may affect learning.	ST displays a thoughtful and comprehensive understanding of the external characteristics that may affect learning, and considers both the drawbacks and opportunities that are a result of those factors.	<b>(0-5)</b>
<b>Knowledge of Student Characteristics</b>	ST displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	ST displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	ST displays general & specific understanding of student differences (e.g., development, interests culture, abilities/disabilities) that may affect learning.	<b>(0-5)</b>
<b>Implications for Instructional Planning and Assessment</b>	ST does not describe implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics, OR ST may not provide specific or salient examples of implications.	ST describes implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. ST provides two appropriate and constructive examples.	ST describes specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. Examples provided reflect that the ST has given considerable and thoughtful attention to the most critical implications.	<b>(0-5)</b>
<b>Overall score for Step 1 (0-5)</b>				
<b>Step 2. Learning Goals</b>				
<b>Goals reflect Essential Questions and Enduring Understandings</b>	As written, the learning objectives do not convey the enduring understandings students are expected to obtain as a result of the unit. It may not be clear, from the essential questions linked to learning objectives, what types of questions students should be able to answer as a result of their learning. The goals established may be either too limited or narrow, or unsuitably broad or ambitious, to be covered across 10 lessons.	Learning goals or objectives are written in a way that capture the major concepts that students should learn, and the essential questions that students should be able to answer as a result. The set of goals established are appropriately designed to be covered in a unit of study. Goals are clearly written and the relationship between goals, Enduring Understandings, and Essential Questions is logical and convincing.		<b>(0-3)</b>
<b>Alignment with NYS Learning Standards (ACTFL 4a)</b>	Goals are not aligned with state learning standards, or alignment is not convincing.	Each learning goal is suitably designed to address the central focus of the Learning Standard that is the target of the lesson(s) or unit.		<b>(0-3)</b>
<b>Alignment with</b>		Each learning goal is suitably designed to address the		

Criteria	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
<b>Standards for Foreign Language Learning (ACTFL 4a)</b>		applicable Standards for Foreign Language Learning that are the focus of the lesson(s) or unit.		
<b>Overall Score for Step 2 (0-3)</b>				
<b>Step 3. Assessment Plan</b>				
<b>3A. Alignment with Learning Goals and Instruction (ACTFL 5a)</b>	Some or even all of the learning goals may be covered in the assessment plan, but assessment choices and plans are not consistently congruent with learning goals in content and cognitive complexity.	Overall, the ST has provided a sequential assessment plan for each learning goal that is appropriate to the content and cognitive complexity of the learning to be achieved.	The ST has carefully constructed an assessment plan that is appropriate and suitable to evaluate the depth, breadth and specificity of each learning goal.	<b>(0-5)</b>
<b>3A. Use of Variety of Assessments (ACTFL 5a)</b>	The ST's assessment plan relies on only one form of assessment and does not appear to incorporate both formative and summative forms of assessment.	The ST has incorporated both formative and summative assessments in the assessment plan, including use of different assessment modes (e.g. oral and written)		<b>(0-3)</b>
<b>3A. Compatibility and Design of Pre- and Post-Instruction Assessments</b>	Pre- and post assessments are not compatible for producing evidence of student learning based on comparison of data at the end of the unit.	Pre- and post assessments are compatible, although some adjustments may be required prior to implementation.	In addition, the assessment plan includes at least one performance-based assessment that requires development of a scoring rubric, and for which pre- and post-instruction data will be tracked.	<b>(0-5)</b>
<b>3A. Assessment Plan Includes Monitoring of Student Learning (ACTFL 5a)</b>	The plan does not, or only weakly, includes continuous monitoring of student progress in meeting learning goals.	The assessment plan includes reasonable provisions for monitoring of student progress.	The assessment plan includes thoughtful and integrated means for the continuous monitoring of student learning.	<b>(0-5)</b>
<b>3A. Adaptations of Assessments</b>	The ST may have identified students with exceptional needs in the contextual section, but failed to include any consideration of assessment adaptations in this section. Or, a decision in this matter does not seem to have involved careful consideration or collaboration.	Based on any exceptional needs of students in the classroom (as identified in Section I Contextual Factors) the ST either makes special adjustments of adaptations in order to assess the learning of the particular student(s), and/or makes adjustments to some aspects of the overall assessment plan. Decisions in this area are most likely made in collaboration with the classroom teacher and advisement of the college supervisor.	In addition, the ST may go to some length to research fairness and validity issues related to assessment of atypical learners. The ST may also carefully consider how to compare the results of adapted assessment to the assessment or scoring measures applied to the rest of the class.	<b>(0-5)</b>
<b>3B. Quality of Assessment Instrument(s)</b>	One or more assessments are significantly flawed by poorly written directions or misleading test questions or choices; absence of or	Overall, assessments are constructed and delivered in such a way that there is no concern over the fairness and accuracy of results. Or the	All assessments are well constructed in all respects. Instructions are clear and leave no room for ambiguity. Scoring rubrics	<b>(0-5)</b>

Criteria	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
	miscalculations in scoring directions; factual errors; time limits or environmental factors that are not conducive to best performance; lack of coverage of assessed material in previous instruction.	ST may have compensated for errors or multiple interpretations of a test question in the scoring process, in such a way that did not have a serious impact on the test's validity in terms of assessing learning goals.	if used contain clear definitions of expected performance at each scored level that ensures validity of application to each student.	
<b>Overall score for Step 3 (0-5)</b>				
<b>4. Design for Instruction</b>				
<b>Alignment with Learning Goals (ACTFL 3b)</b>	Not all lessons are explicitly linked to learning goals. Or, not all learning goals are covered in the design for the unit.	All lessons are linked to learning goals, although some connections may be more explicit than others. Overall, all learning goals covered across the unit's lessons, although some goals may be more substantively covered than others.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design of the unit.	<b>(0-5)</b>
<b>Alignment with Assessment Plan</b>	Not all assessments in the Assessment Plan appear as a planned activity in the design for the unit. Or assessments may be identified as taking place at a different day (or time) than is specified in the assessment plan.	All assessments in the Assessment Plan are located in the unit plan.		<b>(0-3)</b>
<b>Lesson and Unit Structure</b>	The lessons within the unit are not logically organized (e.g., sequenced).	The lessons within the unit have a generally logical organization and appear to be useful in moving students toward achieving the learning goals.	All lessons within the unit are well organized and appear to be useful in moving students toward achieving the learning goals.	<b>(0-5)</b>
<b>Inclusion of a Variety of Instructional Strategies (ACTFL 3b)</b>	Little variety provided in terms of instructional strategies and learning activities. Overall, lessons and activities are excessively "teacher-centered" and leave little room for student interaction, discussion, and independent or interactive problem solving.	Lesson plans exhibit some variety of instructional strategies, and most lessons incorporate activities that focus on the development of critical thinking and problem solving skills in students.	Significant variety across instruction, activities and assignments, distributed in such a way that the unit of instruction promises to engage all or most students in a positive learning experience. Variety of experiences and activities does not distract, however, from the focus on learning goals and coherence of the learning experience.	<b>(0-5)</b>
<b>Overall score for Step 4 (0-5)</b>				
<b>5. Instructional Decision-Making</b>				
<b>Modifications Based on Pre-Assessment of Student Learning (ACTFL 5b)</b>	The ST's analysis of pre-assessment results may be vague or incomplete, and may be negatively impacted by the poor quality of the pre-assessment strategy that	The ST's analysis of the results of pre-assessment related to each learning goal supports whether or not alterations are made to the unit design, and perhaps to a	The ST's pre-assessment results are thoughtfully analyzed. Even if no significant changes to the unit plan are required, the ST makes note of any	<b>(0-5)</b>

Criteria	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
	is used.	learning goal itself. Changes made are clearly linked to and defensible based on pre-assessment results.	students who as a result of the early assessment, may require additional help (or challenge) in order to maximize their learning experience.	
<b>Continuous Monitoring of Student Learning</b> (ACTFL 5b)	The ST does not provide examples of modifications to instruction made during the course of the unit, or the examples are not well supported by instructional factors.	The ST provides at least two examples of instructional adjustments (minor or not so minor) made during the two-week unit. Adjustments may be required for one or two students and not impact the overall unit plan. Or adjustments may require some modification of the unit plan. Both the adjustments made and the reasons for making those adjustments are pedagogically sound and reasonable.	As may be evidenced in the reflective essay as well as this section, the ST consistently evaluates and adjusts instruction based on continuous monitoring on student learning, as well as unforeseen interactions with students during classtime. Examples provided are thoughtful and reflective, and indicate the ST may have explored various options for whole class or individual student instructional adjustment.	<b>(0-5)</b>
<b>Congruence Between Modifications and Learning Goals</b> (ACTFL 5b)	Modifications made to instruction may not be examined for overall impact on achievement of learning goals.	Modifications to instruction are considered in terms of their overall impact on learning goals, both class-wide and for individual students.	The ST carefully considers the impact of instructional modification on the attainment of learning goals, and may revise some or all aspects of the unit design in order to make compensations that will allow for increased instructional time to be spent on problematic areas.	<b>(0-5)</b>
<b>Overall Score for Step 5</b>				
<b>6. Analysis of Student Learning</b>				
<b>Accuracy and Completeness of Data Collection</b>	The ST has not collected all requisite data.	The ST has collected and recorded pre- and post assessment data for all students in relation to each learning goal (with any reasonable exceptions explained).		<b>(0-3)</b>
<b>Graphic Presentation of Data</b>	Graphic presentation does not include all required information, has factual errors, or does not clearly represent learning results. Results of any assessment adaptations are not accounted for.	Data are clearly presented in a graphic presentation that allows for ease of interpretation of learning gains made for each learning goal. Either in the graphic presentation or in an explanatory paragraph, results of student learning based on adapted assessment are included.	The ST may produce additional data analyses related to variances among learning goals or student population variations.	<b>(0-5)</b>
<b>Interpretation of Data</b> (ACTFL 5c)	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	The ST draws a conclusion as to the extent of student learning achieved for each learning goal. Some conclusions may be insufficiently or inaccurately	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	<b>(0-5)</b>

Criteria	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
		supported by data.		
<b>Data Demonstrate Positive Effect of Instruction</b>	Student learning was negative or negligible; or data were inconclusive or incomplete.	The ST documented learning gains made by the majority of students across most learning goals for which data were documented.	The ST documented learning gains for all or almost all students based on all learning goals for which data were documented.	<b>(0-5)</b>
<b>Overall Score for Step 6 (0-5)</b>				
<b>7. Reflection and Self-Evaluation</b>				
<b>Reflection on Learning Goals (ACTFL 5b)</b>	The essay does not provide a cogent discussion of the factors that may have impacted the achievement of learning goals.	The essay describes, in sufficient and convincing detail, the relationship between the achievement of learning goals and factors that impacted the level of achievement	The essay provides a thoughtful and reflective discussion on a variety of factors that may have impacted the level of achievement related to learning goals.	<b>(0-5)</b>
<b>Reflection on Two Students (ACTFL 5b)</b>	The description of two students is vague and does not present a clear description of the factors that may have impacted their achievement. Neither the descriptions, analysis of their learning, or discussion of future actions that might benefit the students appears to be grounded in pedagogical knowledge.	The description of two students indicates that the ST has a good grasp on the kinds of learning, emotional or behavioral disorders that can impact student performance. The suggestions for future action are reasonable and pedagogically sound.	The description of each student is detailed and thorough, with insights grounded by knowledge of child psychology and development, as well as knowledge of the characteristics of behavioral, emotional, and learning disorders. Analysis of the learning behaviors of the two students draws on multiple examples from their assessments or in-class response to learning activities. Suggestions for future action include (or may be informed by) specific current research on children with similar characteristics.	<b>(0-5)</b>
<b>Implications for Future Teaching (ACTFL 5b)</b>	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. Or ideas provided are not linked to assessment results and student learning.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	<b>(0-5)</b>
<b>Implications for Professional Development</b>	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	<b>(0-5)</b>
<b>Overall Score for Step 7</b>				