

Enter the confidential access number provided to you in order to continue to the Teacher Work Sample Rubric.

A password input field consisting of ten small square boxes. The first three boxes are filled with black, and the remaining seven are empty.



Longwood Teacher Work Sample Rubric (v. 061)

IMPORTANT NOTE: This evaluation can only be processed if the Longwood ID and teacher candidate name you provide are accurate. If you do not have access to this information, please ask the candidate to provide this information. Thank you.

Please provide the candidate's Longwood ID/CWID: [\[Help\]](#)

NOTE: You MUST provide a correct Longwood ID in order for this evaluation to be processed.

Please provide the candidate's name as s/he is currently enrolled at Longwood:

Last Name First Name Middle Name or Middle Initial

Please indicate which of the following this student is completing:

Partnership	Student Teaching	Graduate Internship	Other Placement
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Please indicate the semester and year in which you are completing this evaluation:

Semester Year

INSTRUCTIONS: Below are the indicators associated with the Longwood University Teacher Work Sample. Using the available rubric and indicator descriptions provided in paper form, please assess this candidate's ability to demonstrate these characteristics.

Contextual Factors	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary
1. Knowledge of Community, School and Classroom Factors			
2. Knowledge of Characteristics of Students			
3. Knowledge of Students' Varied Approaches to Learning			
4. Knowledge of Students' Skills and Prior Learning			
5. Implications for Instructional Planning and Assessment			

Learning Goals	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary
1. Significance, Challenge and Variety			
2. Clarity			
3. Appropriateness for Students			
4. Alignment with National, State or Local Standards			

Assessment Plan

	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary
1. Alignment with Learning Goals and Instruction			
2. Clarity of Criteria and Standards for Performance			
3. Multiple Modes and Approaches			
4. Technical Soundness			
5. Adaptations Based on the Individual Needs of Students			



Design for Instruction	Indicator Not Demonstrated	Indicator Partially Demonstrated	Indicator Demonstrated
1. Alignment with Learning Goals			
2. Accurate Representation of Content			
3. Lesson and Unit Structure			
4. Use of a Variety of Instruction, Activities, Assignments and Resources			
5. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources			
6. Use of Technology			

Instructional Decision-Making	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary
1. Sound Professional Practice			
2. Modifications Based on Analysis of Student Learning			
3. Congruence Between Modifications and Learning Goals			

Analysis of Student Learning	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary
1. Clarity and Accuracy of Presentation			
2. Alignment with Learning Goals			
3. Interpretation of Data			
4. Evidence of Student Learning			

Reflection and Self-Evaluation	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary
1. Interpretation of Student Learning			
2. Insights on Effective Instruction and Assessment			
3. Alignment Among Goals, Instruction and Assessment			
4. Implications for Future Teaching			
5. Implications for Professional Development			

For the candidate you are evaluating, please indicate his/her educational program of study:

Art Education	History/Social Studies Education	Science Education
Biology	Middle School Education	Secondary Mathematics Education
Business Education	Modern Languages (including ESL)	Special Education
Elementary Education	Music Education	Theatre Education
English	Physical Education	Other

OVERALL TWS SCORE

1 Beginning	2 Developing	3 Proficient	4 Exemplary
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FINISH

SAVE

REVIEW

