

TWS Scoring Sheet (Revised August, 2010)

Name: _____ TWS ID# _____ Rater: _____
 Content Area: _____ Grade: _____ School: _____

Factor 1: Contextual Information and Learning Environment		Factor 2: TWS Goals and Learning Outcomes	
Checklist Items (0 or 1) The candidate describes:		Checklist Items (0 or 1) TWS Goals and Learning Outcomes:	
Classroom physical setting and available technology		Specifies the content area, grade level and goal(s) of TWS	
School population, including socio-economic status make-up		A rationale for the choice of the goals is provided (must be more than a statement that the goals are required by the school/state)	
Classroom ethnic/cultural make-up		Lesson plan learning outcomes are correctly labeled by domain (cognitive, affective, psychomotor)	
Classroom gender make-up		TWS learning outcomes are correctly identified as low, middle and high learning outcomes	
Classroom students with special needs/at-risk			
Total Checklist Score (5 possible)		Total Checklist Score (4 possible)	
Rubric:		Rubric:	
Demonstrates an understanding of community and district environmental elements and the implications these have for planning, teaching, and student learning. <input type="text"/> x 1		Alignment with standards <input type="text"/> x 2	
Demonstrates an understanding of the school and classroom environmental elements and the implications these have for planning, teaching, and student learning. <input type="text"/> x 1		Developmentally appropriate for the grade level and classroom context <input type="text"/> x 2	
Demonstrates an understanding of student characteristics and the implications these have for planning, teaching, and student learning. <input type="text"/> x 1		Clarity <input type="text"/> x 2	
Quality of information in narrative <input type="text"/> x 1		Focus of learning outcomes is on student performance <input type="text"/> x 2	
Total Rubric Score (8 possible)		Total rubric score (16 possible)	
Total Score for Factor 1 (13 possible)		Total Score for Factor 2 (20 possible)	

Factor 3: Instructional Design and Implementation/Demonstration of Integration Skills			
Checklist Items (0 or 1) Instruction & Implementation:		Rubric:	
Elements are aligned with TWS goals and learning outcomes listed in Factor 2		Multiple instructional strategies <input type="text"/> x 2	
Elements are progressively sequenced		Provide and adapt instructional strategies <input type="text"/> x 2	
Elements are developmentally appropriate (intellectually, socially and physically)		Active inquiry and learner centeredness <input type="text"/> x 2	
Instructional design table includes a pre-assessment and post-assessment of TWS learning outcomes		Reading instruction adaptations <input type="text"/> x 2	
Instructional design table includes formative assessments aligned with TWS goals and learning outcomes listed in Factor 2		Technology <input type="text"/> x 2	
Candidate includes evidence of integrated learning either across or within content fields.		Knowledge of factors in the students' environment <input type="text"/> x 1	
Candidate identifies content fields that are being integrated.		Demonstrates the ability to integrate instruction either across or within content fields <input type="text"/> x 2	
Total Checklist Score (7 possible)		Total Rubric Score (26 possible)	
Total Score for Factor 3 (33 possible)			

Factor 4: Description of Current Classroom Learning Environment and Planned Classroom Management and Motivation During Implementation of TWS		Factor 5: Analysis of Assessment Procedures and Impact on Student Learning	
Checklist Items (0 or 1) The Candidate Describes:		Checklist Items (0 or 1) The Candidate:	
Environmental factors that affect learning		Provides graphic representation of pre-assessment and post-assessment data	
Behavior management strategies currently being used		Includes Learning Outcomes Proficiency table with accurate percentages of students who attained proficiency for each learning outcome	
Techniques currently used to motivate student engagement and learning		Includes average percentage of students achieving proficiency of low, middle, and high levels of TWS learning outcomes (must accurately calculate all three levels)	
Verbal communication among students and with teacher		Includes average percentage of students achieving proficiency of all TWS outcomes	
Nonverbal communication among students and with teacher		Includes the number of students who attained proficiency with adaptations	
		Includes accurate calculation of gain scores in a table including overall average gain	
		Provides evidence of disaggregation of data for at least one pair of subgroups	
		Provides an explanation of why subgroup performances are different or similar	
Total Checklist Score 5 possible)		Total Checklist Score (8 possible)	
Rubric:		Rubric:	
Management strategies <input type="text"/> x 2		Pre-assessment is utilized for instruction & evaluation <input type="text"/> x 1	
Motivation techniques <input type="text"/> x 2		Formative assessment is utilized for instruction & evaluation <input type="text"/> x 1	
Creates a learning environment that encourages active involvement in inquiry learning <input type="text"/> x 1		Post-assessment is utilized for evaluation and in planning for subsequent instruction <input type="text"/> x 1	
Encourage effective communication among students <input type="text"/> x 1		Variety of assessments <input type="text"/> x 1	
Provides an environment supportive of student interaction in cooperative learning or group work <input type="text"/> x 2		Alignment among TWS learning outcomes, instruction and assessment <input type="text"/> x 2	
		Assessment criteria <input type="text"/> x 1	
		Justification of formative assessments <input type="text"/> x 1	
		Justification of adaptations <input type="text"/> x 1	
Total Rubric Score (16 possible)		Total Rubric Score (18 possible)	
Total Score for Factor 4 (21 possible)		Total Score for Factor 5 (26 possible)	

Factor 6: Reflection and Self-Evaluation		Additional Notes for any Factor and/or Comments on Quality of Writing	
Rubric:			
Success of instruction, assessment, and contextual factors under your control <input type="text"/> x 2			
Effects of instructional decisions on student learning <input type="text"/> x 2			
Implications for future teaching of these lessons <input type="text"/> x 2			
Communication with students and classroom teacher; communication with parents and/or other professionals if applicable <input type="text"/> x 1			
Information from student improvement plan process and students' performance on state assessments <input type="text"/> x 1			
Implications for professional development/ continuous learning <input type="text"/> x 2			
Total Rubric Score(20 possible)		Reported Total Gain Score:	
		Objective Mastery Index %	
Total Score for Factor 6 (20 possible)		TOTAL TWS 133	