Samples of Teacher-Scribed Work Samples

These examples show various methods of documenting a student’s participation.
# Teacher-Scribed Work Sample

**Student:**

**Date:** 2/15/18

**Math:** Operations and Algebraic Thinking

**Key:**
- I = independent
- P = prompted
- + = correct
- - = incorrect

**Measurable Outcome:** Within 15 seconds of the instruction, will give materials to be counted with 80% accuracy and 80% independence.

**Materials:** Hexagon shapes on Velcro board

**Description:** Will give teacher objects (up to 5) one at a time after pulling them off of a Velcro board while the teacher counts each object out loud. Sd: “Give me one”

## Detailed Description of Each Trial:

<table>
<thead>
<tr>
<th>After trial, when shown pictures of work &amp; stop, chose to: (circle below)</th>
<th>Detailed Description of Each Trial: took off blocks from his velcro strip/board:</th>
<th>Score: (+/- and I/P)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong> (5 trials)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Stop Not Asked</td>
<td>1. gave one block to the teacher while teacher labeled as “one” when teacher said “Give me one”</td>
<td>+ I</td>
</tr>
<tr>
<td>Work Stop Not Asked (he continued working)</td>
<td>2. gave one block to the teacher when teacher said “Give me one” teacher labeled as “two”</td>
<td>+ I</td>
</tr>
<tr>
<td>Work Stop Not Asked</td>
<td>3. gave one block to teacher when teacher said “Give me one” teacher labeled as “three”</td>
<td>+ I</td>
</tr>
<tr>
<td>Work Stop Not Asked</td>
<td>4. gave one block to teacher when teacher said “Give me one” Teacher labeled as “four”</td>
<td>+ I</td>
</tr>
<tr>
<td>Work Stop Not Asked (he continued working)</td>
<td>5. gave one block to teacher when teacher said “Give me one” Teacher labeled as “five”</td>
<td>+ I</td>
</tr>
</tbody>
</table>

**Documents a series of trials conducted at the same time**

**Describes materials and context of the activities**
### Session 2

(All blocks were placed back on velcro strip to start same process again) (5 trials)

<table>
<thead>
<tr>
<th>Work</th>
<th>Stop</th>
<th>Not Asked</th>
<th>Trial</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “one”</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “two”</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “three”</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “four”</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “five”</td>
</tr>
</tbody>
</table>

**Summary of accuracy and independence for all trials on the same day.**

**Totals:**

- % Accuracy: \( \frac{10}{10} = 100\% \)
- % Independent: \( \frac{10}{10} = 100\% \)
# Teacher-Scribed Work Sample

**Grade Level:** 7th Grade  
**Content Area (Subject):** Math  
**Strand:** Ratios and Proportional Relationships

**Measurable Outcome:** will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch within 15 seconds of a directive, with 80% accuracy and 100% independence.

**Brief Description:** During a math work session, turned on technology by pressing an access switch to turn the page of a teacher made book on the computer within 15 seconds of a directive. The book taught about ratios and proportional relationships by showing her a series of farm animals using the phrase “for every” to talk about how many of each appendage each animal had. (ex: for every cow there are 4 legs)

<table>
<thead>
<tr>
<th>Trial Number</th>
<th>Page Number</th>
<th>Did she turn on technology by pressing her switch to activate the reading?</th>
<th>Latency in seconds</th>
<th>What was the ratio on the page?</th>
<th>+/-</th>
<th>I/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every pig there is one tail</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>4 seconds</td>
<td>For every pig there is one tail</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Yes</td>
<td>14 seconds</td>
<td>For every sheep there are 2 ears</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every cow there are 4 legs</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every cow there are 4 legs</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Yes</td>
<td>10 seconds</td>
<td>For every cow there are 4 legs</td>
<td>+</td>
<td>P</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>Yes</td>
<td>3 seconds</td>
<td>For every duck there is 1 beak</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>Yes</td>
<td>1 second</td>
<td>For every goat there are 2 horns</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>Yes</td>
<td>11 seconds</td>
<td>For every horse there are 4 legs</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accuracy:** 67%  
**Independence:** 89%
Supporting Documentation for the Teacher-Scribed Work Sample

★ Represents the **context** of a learning activity
★ Does not show a final product or student participation.

Technology used by the student to advance a computer program on *Ratio and Proportional Relationships.*
Teacher-Scribed Work Sample

Student 1/11/18
1/27/18
Acc - 80%
Ind - 80%

Thumbnail picture of each page documents the accuracy and independence for each trial.

Key
+
Accurate
-
Inaccurate
I
Independent
p
Prompt

Polar Animals

(35 seconds)

- / I

Life in a Polar Region

(20 seconds)

+ / I

(20 seconds)

(29 seconds)

+ / p

(20 seconds)
Teacher-Scribed Work Sample Using a Series of Pictures

Trial 1

is presented with a quarter moon on a felt board.

removes the black overlay. He requires a prompt from his teacher.

locates the full moon that was partially hidden.

Trial 1

His teacher tells him to “find the moon.” He requires a prompt to reach toward the felt board.

Trial 2

His teacher tells him to “find the moon.” grasps the black overlay.

Trial 2

With a prompt from his teacher, grasps a black overlay to reveal the full moon that was partially hidden.

He removes it.

Measurable Outcome: The student will locate a partially hidden object related to the solar system (moon) with 80% accuracy and 80% independence.

Date: 1/17/17
Student A
Accuracy 100% Independence 50%