

SCORING RUBRIC FOR PROFESSIONAL PORTFOLIOS

Pre-service teachers must construct a professional portfolio that contains evidence of learning accomplishments related to State Board of Education adopted performance standards. These standards describe what every beginning teacher should know and be able to do. Pre-service teachers have attained levels of competence based on ten quality indicators. The levels of performance are defined as follows:

RATIONALES:

- (0) **Unacceptable** – does not appear to understand the concept(s) underlying this standard. No description or justification in rationale. No artifacts or inappropriate artifacts.
- (1) **Below Expectations** – limited understanding of concept(s) underlying this standard. Some key components are missing in artifacts and essay. Vague description and/or justification in rationale.
- (2) **Meets the Standard** – demonstrates acceptable understanding of the concept(s) underlying this standard, supported by appropriate artifact(s). Artifacts provide evidence of emerging competence in this area. The essay contains satisfactory descriptions and demonstrates an ability to apply strategies in classroom practice. May contain errors in spelling or mechanics.
- (3) **Above Expectations** – clearly demonstrates understanding of the concepts underlying this standard. Artifacts provide clear evidence of competence in this area. Detailed description and thoughtful justification are apparent in the essay.
- (4) **Outstanding** – demonstrates superior understanding of the concepts underlying this standard. Artifacts provide evidence of careful planning, creativity and insight into the teaching/learning process. The essay exhibits detailed descriptions and meaningful justification, which is value-based and assesses the effects of choices and actions undertaken in the teaching process.

REFLECTION ESSAYS:

- (0) **Unacceptable** – extensive errors in the use of standard written English (mechanics, usage, grammar, spelling, syntax, etc.); unorganized; fails to appropriately address the assignment. Weak self-evaluation shows little or no learning.
- (1) **Below Expectations** – unacceptable errors in the use of standard written English; confusing organization. Weak self-evaluation demonstrates limited learning. Weak attempt to write explanation of self-improvement. Limited, minimal explanation is related.
- (2) **Meets the Standard** – may contain minor errors in the use of standard written English; orderly development of ideas. Some explanations show what you could have done differently to improve. Explanations demonstrate some learning from the experiences.
- (3) **Above Expectations** – effective use of standard written English; MoSTEP standards are presented in an orderly fashion. Ideas are well developed. Supporting evidence offers descriptions and analyses that exhibit confidence in the topic and in writing ability. Information clearly states how learning has occurred or what could have been done to improve.
- (4) **Outstanding** – sophisticated use of standard written English. MoSTEP standards are presented in an orderly fashion. Ideas are fully developed. Supporting evidence offers descriptions and analyses that are compelling in nature, and exhibit confidence in the topic. Insightful, in-depth self-evaluation is related to higher levels of Bloom. Student has explained how the experience/artifact could have been improved. A logical, thorough explanation states how the student will apply what he/she learned from completing this portion of the portfolio. The essay is worthy of being used as an example for future students.

THIS SHEET IS TO BE FILLED OUT BY UNIVERSITY PERSONNEL

CHECKLIST FOR ASSESSING PROFESSIONAL PORTFOLIOS

Portfolio Content and Reflection Paper address the following:

Standard	<u>Rationales/Reflections</u>
1. The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	_____
2. The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	_____
3. The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	_____
4. The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	_____
5. The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	_____
6. The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	_____
7. The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	_____



Standard

Rationale/Reflections

- 8. The preservice teacher understands and uses formal and informal assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner. _____

- 9. The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students. _____

- 10. The preservice teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being. _____

- 11. The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students. _____

Comments:

			Approved	Not Approved
Signature of Reviewer: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signature of Reviewer: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Each standard plus the Reflection Essay must receive a score of at least "2" to receive portfolio approval.

THIS SHEET IS TO BE FILLED OUT BY STUDENT TEACHER

STUDENT SELF-ASSESSMENT FOR PROFESSIONAL PORTFOLIO

Rate yourself using the "Standards" guidelines of 0 – 4, in which 0 is Unacceptable and 4 refers to Outstanding. Write a brief statement to justify your score.

STANDARD 1: _____

I was able to demonstrate strong knowledge of concepts as evidenced by my performance in course work as well as lesson preparation, instruction, and the ability to make connections between the content, other disciplines, and student backgrounds and life experiences.

STANDARD 2: _____

I can apply knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.

STANDARD 3: _____

I can adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. I hold high expectations for students. I plan activities that connect with and build upon students' individual strengths, prior experiences, and culture. I also have a clear understanding of how to access specialized services for students.

STANDARD 4: _____

I am aware of state and district knowledge and performance standards and consider those, as well as student needs, when planning lessons. I strive to build student skills in developmentally appropriate ways. I am able to remain flexible and can adjust instruction based on evaluating long- and short-term goals and/or instruction to meet the needs of my students.

STANDARD 5: _____

I have demonstrated the ability to use a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage my students to develop critical thinking, problem solving, and performance skills. I strive to match the appropriate instructional strategy with the content to be taught.

STANDARD 6: _____

I am able to apply knowledge of motivational theories and behavior management strategies and techniques to create a collaborative and participatory learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. I encourage students to set, monitor, and adjust their learning goals and behavior.

STANDARD 7: _____

I communicate clearly. I am articulate. I utilize proper grammar. Interactions with students, parents, and colleagues are professional. Written communications are free of errors. Rationales and reflections in my portfolio are free of grammatical and/or spelling errors. I strive to help my students strengthen their communication skills.

STANDARD 8: _____

I understand and use formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of my students. I maintain data and use it for prescriptive teaching as I plan instruction to meet the documented needs of my students. I am able to provide useful feedback to students, parents, and colleagues. I also encourage students to self-assess.

STANDARD 9: _____

My reflections demonstrate my ability to examine and assess the effects of my decisions, choices, and actions on myself and others. I consciously apply professional ethical standards within this reflective process. I seek out opportunities to grow professionally.

STANDARD 10: _____

I seek opportunities to develop caring, professional, and productive relationships with peers, school colleagues, parents, and educational partners in the school and in the larger community to support student learning and well-being.

STANDARD 11: _____

I have a clear understanding of instructional technology and its use in the classroom. I plan lessons, which require myself, and my students to use technology to gather and organize information and/or to plan individualized instruction. I seek to expand my assessment strategies using technology that is available in the school. I understand the policies regarding the use of technology to keep students safe and free from social, ethical, and legal concerns, which might occur without such policies in place.

Overall, I believe my portfolio has earned a score of (0-4) _____, because:

Student Signature: _____ **Date:** _____