

Portfolio Assessment - Program Completion

by CumberlandUniv ExhibitCenter

Introduction

Context

This is the portfolio assessment rubric to be used to assess undergraduate candidates upon completion of student teaching. A minimum composite score is required for the portfolio to be acceptable. Developing or Unacceptable scores are to be taken very seriously and will trigger a meeting with a teacher education committee and place completion and/or graduation in question.

Purpose

The candidate's professional statements and artifacts should adequately reflect the content of their education in the School of Education & Public Service and the State and National Standards for new teachers on which our programs are based. It should be well written and should be considered as a college-level writing assessment. Unacceptable work should be identified and the candidate should resubmit work to our standard before completing the program.

This rubric assesses the portfolio quality prior to program completion. All sections must be complete, with statements, courses listed, and adequate artifacts. Classes taken that have content related to the standards should be listed under those standards (individual courses may be listed under several standards). Artifacts from those classes should be attached or linked under those standards.

Assessor Instructions

For EACH standard, read the graduating statements of belief and assess the candidate on the quality of their writing and the content of their statement. Content should reflect the candidate proficiencies listed at the end of each section of the portfolio related to the standards.

For EACH standard, look for the addition of artifacts (papers, powerpoints, assignments, any school assignment) in which evidence is presented that the student has learned material related to the standard. OPEN and read the attachments. If they do not show clear evidence of material related to the standard, deduct points where applicable.

For EACH standard, check that classes have been added to the list where applicable.

Provide brief, helpful comments to the student by using the word balloons over the portfolio text (click an area of the text when you get the hand icon for the mouse pointer and enter comments), or in the areas of the scoring rubric related to the particular assessment element (double click the comments are in the rubric). If their final portfolio score is low, students can resubmit once prior to program completion.

In the space provided for comment at the bottom of the rubric, identify what the candidate still lacks, if anything.

When the assessment is complete, choose "practice" if this is a mid-term evaluation for feedback, or choose "official" if this is the final assessment.

Standard Assessment

Portfolio Rubric: Program completion

	Advanced (3 pts)	Target (2 pts)	Developing (1 pt)	Unacceptable
Writing Skill (2, 7%) TN-CU-SOE- SA.6D1 TN-CU- SOE-SA.6K4 TN- CU-SOE-SA.6P3	Work is well structured with very minimal errors in grammar and spelling. Vocabulary is advanced with being verbose. The work is easy to read without being simplistic.	Written work is structured but has some errors in grammar and spelling. A performance at expectation is evidenced by a sound grasp of the skills of written communication.	Demonstrates a basic grasp of the skills of written communication.	Written communication skills are poor or not evident. Fragments, misspellings, poor organization, no use of paragraphs and other evidence of hasty work are examples of unacceptable work.
General Quality of Thought: Statements of Belief (2, 7%) TN-CU-SOE- SA.1K1 TN-CU- SOE-SA.1K3	Statements show evidence of strong thought and serious consideration. ...are supported with students own artifacts and other evidence. ... offer original insights on the content of the standards or their own experiences.	Statements are well structured and succinct. ...are informative and demonstrate evidence of serious thought on the content of the standard. ... show evidence of benefit from courses. ... demonstrate originality.	Thinking is acceptable but typically predictable; ... says the expected things about the expected topics. ... ideas go in the right direction, but not very far. ... ideas presented without careful or critical evaluation. Ideas are asserted but not fully explained or are left unsupported.	Statements are minimally effective and appear random and fragmented. Often judgmental in nature rather than analytic. Supporting statements lack specificity. There is minimal connection to the standard and competencies.
Artifacts (2, 7%)	Artifacts are effective and organized. Artifacts exhibit strengths in the standard and indicators and contain accurate and credible information.	Artifacts effectively demonstrate knowledge of content in the standards.	Artifacts are moderately effective and provide basic evidence of competency in the standards.	Artifacts are minimally effective and appear random and fragmented. Connection to the standards and competencies are minimal.
Standard 1 Statement (2, 7%) TN-CU-SOE- SA.1D4 TN-CU- SOE-SA.1K3	Statement is concise but thorough, and reflects knowledge and perspective of subject area material beyond the typical student.	Statement is concise but thorough, and reflects knowledge and perspective of subject area material typical for our students.	Statement is concise, but reflects knowledge and perspective of subject area material that is still developing.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of subject area material.
Standard 2 Statement (2, 7%) TN-CU-SOE- SA.2D1 TN-CU- SOE-SA.2K4 TN-	Statement is concise but thorough, and reflects knowledge and perspective on	Statement is concise but thorough, and reflects knowledge and perspective on	Statement is concise and reflects knowledge and perspective on learning theory that is	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an

SOE-SA.2K1 TN-CU-SOE-SA.2K2	learning theory beyond the typical student.	learning theory typical of our students.	still developing.	incomplete or inadequate knowledge of learning theory.
Standard 3 Statement (2, 7%) TN-CU-SOE-SA.3D2 TN-CU-SOE-SA.3K2	Statement is concise but thorough, and reflects knowledge and perspective on the promises and challenges of diversity beyond the typical student.	Statement is concise but thorough, and reflects knowledge and perspective on the promises and challenges of diversity typical of our students.	Statement is concise and reflects knowledge and perspective on the promises and challenges of diversity that is still developing.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of the promises and challenges of diversity.
Standard 4 Statement (2, 7%) TN-CU-SOE-SA.4K1 TN-CU-SOE-SA.4K5	Statement is concise but thorough, and reflects knowledge and perspective on instructional strategies beyond the typical student.	Statement is concise but thorough, and reflects knowledge and perspective on instructional strategies typical of our students.	Statement is concise and reflects knowledge and perspective on instructional strategies that is still developing.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of instructional strategies.
Standard 5 Statement (2, 7%) TN-CU-SOE-SA.5K2	Statement is concise but thorough, and reflects knowledge and perspective on classroom management strategies beyond the typical student.	Statement is concise but thorough, and reflects knowledge and perspective on classroom management strategies typical of our students.	Statement is concise and reflects knowledge and perspective on classroom management strategies that is still developing.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of classroom management strategies.
Standard 7 Statement (1, 3%) TN-CU-SOE-SA.7K6 TN-CU-SOE-SA.7K7	Statement is concise but thorough, and reflects knowledge and perspective on lesson planning beyond the typical student.	Statement is concise but thorough, and reflects knowledge and perspective on lesson planning typical of our students.	Statement is concise and reflects knowledge and perspective on lesson planning that is still developing.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of lesson planning.
Lesson Plan Artifacts (1, 3%) TN-CU-SOE-SA.7K1 TN-CU-SOE-SA.7P4	Lesson plans integrate standards with learning theory using effective instructional strategies and include accommodations for diverse learners. Are	Lesson plans include standards and adequate instructional strategies and include accommodations for diverse learners. Include appropriate	Lesson plans include standards, but instructional strategies may not be adequate.	Lesson does not adequately address standards, includes weak instructional methods, or generally is a weak, thin, uninteresting lesson.

	creative and interesting and include appropriate assessment strategies.	assessment strategies.		
Standard 8 Statement (2, 7%) TN-CU-SOE-SA.8K2	Statement is concise but thorough, and reflects knowledge and perspective on assessment strategies beyond the typical student. Includes specific attention to strategies for helping students from diverse backgrounds or with exceptionalities.	Statement is concise but thorough, and reflects knowledge and perspective on assessment strategies typical of our students.	Statement is concise and reflects knowledge and perspective on assessment strategies that is still developing. No mention of using strategies to assist students from diverse backgrounds or with exceptionalities.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of assessment strategies.
Assessment plan (2, 7%) TN-CU-SOE-SA.8K5	Identifies and is linked to SLOs and standards. Includes formative and summative assessments that provide accurate feedback on both student learning and teaching effectiveness. Uses multiple types of assessment. Is fair and unbiased.	Identifies and is linked to standards. Includes formative and summative assessments that provide accurate feedback on both student learning and teaching effectiveness.	Linked to standards and student learning outcomes. Includes summative assessment(s).	Does not demonstrate an understanding of the correct design of a system of assessment.
Standard 9 Statement (1, 3%) TN-CU-SOE-SA.9	Statement is concise but thorough, and reflects knowledge and perspective on effective professional reflection beyond the typical student.	Statement is concise but thorough, and reflects knowledge and perspective on effective professional reflection typical of our students.	Statement is concise and reflects knowledge and perspective on effective professional reflection that is still developing.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of effective professional reflection.
Standard 10 Statement (1, 3%) TN-CU-SOE-SA.10	Statement is concise but thorough, and reflects knowledge and perspective on effective means for collaborating with peers, parents, and the community beyond the typical student.	Statement is concise but thorough, and reflects knowledge and perspective on effective means for collaborating with peers, parents, and the community typical of our students.	Statement is concise but thorough, and reflects knowledge and perspective on effective means for collaborating with peers, parents, and the community that is still developing.	Statement is incomplete, sloppy, and/or clearly not thought through. Reflects an incomplete or inadequate knowledge of effective means of collaborating with peers, parents, and the community.

Autobiography & Resume (1, 3%)	Resume is concise and complete. Autobiography is concise and informative.	Resume is up to date. Autobiography is informative, with relevant content only.	Resume is fairly complete and organized. Autobiography is too lengthy or uninformative. Both would benefit from clarity, focus, or organization.	Incomplete, poorly written, sloppy work.
Course List (1, 3%)	All courses are listed in appropriate sections. Evidence that student has critically considered course content and identified the standards that content applies to.	Most standards have course content identified.	Student has not thought through the content they have learned to identify which standards the content applied to.	Student has made little or no effort to place their courses under the standards sections.

Standards

- TN-CU-SOE-SA.1K1** Candidates are grounded in the historical, sociological, and scientific foundations of education.
- TN-CU-SOE-SA.1K3** Candidates can relate their disciplinary knowledge to other subject areas.
- TN-CU-SOE-SA.2K1** Candidates understand how students differ in their approaches to learning and is effective in creating instructional opportunities that are adapted to diverse learners.
- TN-CU-SOE-SA.2K2** Candidates understand how learning occurs – how students construct knowledge, acquire skills, and develop habits of mind – and knows how to use instructional strategies that promote student learning.
- TN-CU-SOE-SA.2D1** Candidates appreciate that children come to the classroom with different backgrounds, abilities and expectations, and candidates are disposed to use this knowledge as a basis for their professional practice.
- TN-CU-SOE-SA.3K2** Candidates understand and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- TN-CU-SOE-SA.3D2** Candidates appreciate that the differences – whether demographic or ideological – between people are an invitation to, and will be embraced as, an opportunity for discussion and growth.
- TN-CU-SOE-SA.4K1** Candidates understand principles and techniques associated with, along with the advantages and limitations of, various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- TN-CU-SOE-SA.4K5** Candidates know how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books,

literature, and other print resources).

- TN-CU-SOE-SA.5K2** Candidates understand different instructional means for establishing safe, effective, socially and emotionally secure learning environments.
- TN-CU-SOE-SA.6K4** Candidates know about and can use effective verbal, nonverbal, and media communication techniques.
- TN-CU-SOE-SA.6D1** Candidates understand that their language and writing skills create impressions in others of their teaching ability, competence, and level of professionalism.
- TN-CU-SOE-SA.6P3** Candidates model effective skills in writing, reading, and speaking English clearly in conveying ideas and information not only with students, but with colleagues and community members.
- TN-CU-SOE-SA.7** Planning Instruction - Candidates plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- TN-CU-SOE-SA.7K6** Candidates understand how students differ in their approaches to learning and are effective in creating instructional opportunities that are adapted to diverse learners.
- TN-CU-SOE-SA.7K7** Candidates understand learning theory, subject matter, curriculum development, community needs, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.
- TN-CU-SOE-SA.7P4** Candidates create lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- TN-CU-SOE-SA.8K2** Candidates have learned assessment methodologies for individual, classroom, and school-level performance methodologies including, but not limited to, application of individualized services, instructional plans, and school improvements.
- TN-CU-SOE-SA.8K5** Candidates know how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- TN-CU-SOE-SA.9** Reflection and Professional Development - Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and actively seek out opportunities to grow professionally.
- TN-CU-SOE-SA.10** Collaboration, Ethics, Relationships - Candidates communicate and interact with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.