

SUMMATIVE PORTFOLIO RUBRIC

Student Name _____ Evaluator Name _____

Grade Assigned _____ Evaluation Date _____

INTRODUCTION (RATE WITH ONE SCORE)

Outcomes	Exemplary(4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)	Points
Introduction Autobiography Resume Overall Organization & Appearance	All required parts/artifacts are included, current, and descriptive; they are well-written with no technical/ grammatical errors and reflect superior thought in reflection, organization, and presentation, and are neat in appearance.	All required parts/artifacts are included, current, and descriptive; they are well-written with few technical/ grammatical errors and reflect thought in reflection, organization, and presentation, and are neat in appearance.	Most required parts/artifacts are included; however, not all are current or descriptive and many lack specificity; there are several technical/ grammatical errors in writing; and reflection, organization, and presentation appearance are mediocre.	Several required parts/artifacts are missing, not all are current or descriptive, and many lack specificity; there are many technical/grammatical errors in the writing, and the organization and appearance do not reflect much thought in planning.	

CRAFT OF TEACHING

Outcomes	Exemplary(4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)	Points
Effective Planning	Provides plans that are thorough and could easily be used by others; links appropriate goals, objectives, key questions, and standards; includes plans for a variety of grade levels across the endorsement area and for short- and long-term planning	Provides plans that are complete, including all lesson plan elements; includes plans for multiple grade levels and for short- and long-term planning	Lacks some lesson plan elements or sufficient detail; limits plans to only one or two different grade levels; lacks evidence of long-term planning	Is unorganized, skimpy; contains no variety in grade level and length of planning time	
1.a. Applying standards and current research in practice					
1.b. Planning instruction and student learning goals based on formative and summative assessment data					
1.c. Analyzing and making informed instructional decisions based on best practice					
Varied Instructional Strategies	Includes lesson plans, unit plans, and other items documenting multiple teaching strategies; addresses critical thinking, problem solving, and performance skills; includes whole class, small group, and individual assignments	Includes lesson plans, unit plans, and other items that show the use of a variety of teaching strategies; addresses critical thinking, problem solving, and /or performance skills; includes whole class, small group, and individual assignments	Includes lesson and unit plan with instructional strategies that are limited in scope; focuses on lower cognitive levels of knowledge and comprehension	Contains no variety of instructional strategies; follows a repetitive lesson format; has activities not suitable for targeted concepts; demonstrates no effort to engage students	
1.f. Modeling and creating opportunities for critical thinking, problem solving, and performance of skill development					
1.j. Differentiating instruction to meet the needs of diverse learners					
1.k. Using a variety of research-based strategies to effectively enhance student outcomes					
Creating a Positive Climate	Establishes proactive classroom procedures that encourage self-discipline; creates a community of respect that supports learning; empowers and motivates students	Establishes clear classroom procedures; considers student motivation when designing lessons and routines	Establishes classroom procedures and logical consequences	Has unclear classroom procedures; does not suit consequences to behaviors	
1.g. Encouraging, motivating, and monitoring student learning					
1.h. Organizing and managing the learning environment to assure that all students learn					
1.i. Developing and refining a personal philosophy of education					
Meeting Diverse Needs of Students	Includes evidence of creative modifications and adaptations to meet student needs; provides students with choices and opportunities for movement, cooperative work, and activities designed for multiple learning styles	Includes evidence of modifications and adaptations to meet student needs; includes differentiated activities designed for multiple learning styles	Attempts to make modifications; gives some attention to differentiated instruction	Gives little to no attention to modifications or differentiated instruction	
1.d. Reflecting on teacher practice by continually evaluating student learning					
Using Technology	Uses technology creatively to enhance teaching, research, communication, management, and to promote active student engagement	Uses technology for research, communication and/or management; integrates technology into lessons	Uses technology resources for research, communication, management, or as a part of lesson plans	Does not demonstrate effective use of technology	
1.e. Integrating current technology to enhance the learning environment					

ATTITUDES & VALUES

Outcomes	Exemplary(4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)	Points
Believes All Children Can Learn	Documents a strong belief that all children are capable of learning and demonstrates that s/he is capable of teaching them	Documents a belief that all children are capable of learning and demonstrates the use of some strategies toward meeting diverse needs	Documents a belief that all children are capable of learning and a desire to teach meet diverse needs	Lacks documentation of a belief that all children are capable of learning or any attempt to meet diverse needs	
2.a. Belief that all children can learn, regardless of gender, ethnicity, or social status					
2.b. Commitment to learning as a lifelong process					
Healthy Lifestyle	Documents a demonstration of the value for a healthy lifestyle for both self and students	Documents a value for a healthy lifestyle for both self and students	Documents a value for a healthy lifestyle for self or for students	Does not document a value for a healthy lifestyle for either self or students	
2.d. Value wellness and a healthy lifestyle					
Teaches with Confidence	Includes a generous selection of documentation about performance, several professional development activities and their impact on the candidate's teaching	Includes of documentation about performance, some professional development activities and their impact on the candidate's teaching	Includes documentation about performance, one professional development activity and its use in the candidate's teaching	Includes little or no documentation about performance, professional development activities nor their impact on the candidate's teaching	
2.c. Confidence and enthusiasm to teach as a professional					
2.g. Initiation of on-going professional development and self improvement					
2.i. Coping skills, such as flexibility and a sense of humor					
Demonstrates a Strong Work Ethic	Documents a demonstration of excellent attendance and punctuality, professional activities toward becoming a more effective teacher, strong ethical behavior, and enthusiasm for teaching	Documents a demonstration of excellent attendance and punctuality, at least one effort toward becoming a more effective teacher, and ethical behavior	Documents a demonstration of good attendance and punctuality, a desire to become a more effective teacher, and ethical behavior	Lacks sufficient documentation of attendance or documents several absences and/or tardiness; no documentation of ethical behavior nor efforts to improve	
2.e. Importance of a strong work ethic and commitment to education					
2.f. Commitment to punctual and responsible completion of assignments, tasks, and duties					
2.j. Decision-making informed by ethical standards					
Exhibits Joy and Enthusiasm	Documents evidence of great enthusiasm and vivid joy of teaching	Documents evidence of enthusiasm and the joy of teaching	Provides unclear evidence of enthusiasm and the joy of teaching in the documentation	Provides no documentation of enthusiasm and the joy of teaching	
2.h. Visible demonstration of the joy of teaching					

RELATIONSHIPS

Outcomes	Exemplary(4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)	Points
Appreciates Diversity	Demonstrates an ability to relate well to all members of the educational community, along with many examples of respect and appreciation of cultural diversity and individual differences	Demonstrates an ability to relate well to most members of the educational community, along with some examples of respect and appreciation of cultural diversity and individual differences	Demonstrates a desire to relate well to most members of the educational community, along with some examples of respect or appreciation of cultural diversity or individual differences	Provides insufficient evidence to show an ability or desire to relate to diverse members of the educational community; inadequate examples of an appreciation of diversity	
3.a. Demonstrating a respect for and appreciation of cultural diversity and individual differences					
3.b. Providing opportunities for increased cultural awareness in the global society					
Communicates Effectively	Documents an ability to communicate comfortably and effectively with all members of the educational community, many examples of hearing and responding to needs, and extensive or creative use of appropriate technology	Documents an ability to communicate comfortably with most members of the educational community, some examples of hearing and responding to needs, and some use of appropriate technology	Documents a desire or ability to communicate comfortably with some members of the educational community, at least one example of responding to a need, and at least one use of technology	Provides insufficient documentation of desire or ability to communicate with members of the educational community, responding to needs, or using technology	
3.c. Comfortably and effectively relating to and communicating with all students, parents, and colleagues					
3.g. Listening to and appropriately responding to feedback					
3.i. Maximizing communication through the use of appropriate technology					
Collaborates with Others	Documents exceptional skill in collaboration and communication to provide opportunities for cultural awareness among the educational community	Documents event in collaboration and communication to provide opportunities for cultural awareness among the educational community	Documents a desire to collaborate to provide opportunities for cultural awareness among the educational community	Provides insufficient documentation of a desire to provide opportunities for cultural awareness among the educational community	
3.d. Collaborating and partnering with others to achieve a common goal					
3.f. Utilizing community personnel and resources					
Demonstrates Professional and Ethical Behavior	Documents use of continual professional behavior, exceptional ethical standards in working with others, and many examples of being a caring teacher	Documents use of professional behavior, ethical standards in working with others, and some examples of being a caring teacher	Documents use of professional behavior, ethical standards in working with others, and at least one example of being a caring teacher	Provides insufficient documentation of professional behavior, ethical standards in working with others, and being a caring teacher	
3.e. Demonstrating professional behavior in all circumstances					
3.h. Being a caring teacher					
3.j. Using ethical standards to inform relationships with others					

ESSENTIAL KNOWLEDGE

Outcomes	Exemplary(4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)	Points
Knows Subject Matter	Documents a thorough knowledge of the discipline, its relationship to other disciplines, where to find and use a variety of creative resources related to the discipline, and exceptional skill in planning for both short-term and long-term instruction	Documents a good knowledge of the discipline, its relationship to other disciplines, where to find and use a variety of resources related to the discipline, and ability to plan for both short-term and long-term instruction	Documents a satisfactory knowledge of the discipline, some sense of its relationship to other disciplines, attempts to find and use a resources related to the discipline, and attempts to plan for both short-term and long-term instruction	Provides insufficient documentation of knowledge of the discipline, its relationship to other disciplines, and the ability to plan for short-term and long-term instruction	
	4.a. The discipline being taught and its relationship to general knowledge				
	4.d. Planning for short-term and long-term instruction				
	4.e. Location and use of resources				
Knows Pedagogical Skills	Documents a strong understanding and application of best practices; creatively uses learning theories and developmental stages in planning for effective teaching and learning	Documents an understanding and application of best practices; uses learning theories and developmental stages in planning for teaching and learning	Documents a desire to use best practices; attempts to use learning theories or developmental stages in planning for teaching and learning	Provides insufficient documentation of the use of best practices, the use of learning theories or developmental stages in planning	
	4.b. Understanding and application of current research on effective teaching				
4.c. Developmental stages, learning theories, and their impact on teaching and learning.					
Uses Data to Plan and Assess Learning	Documents a strong understanding and consistent use of data in planning and evaluating learning	Documents understanding and use of data in planning and evaluating learning	Documents weak understanding of data in planning and/or evaluating learning	Provides insufficient evidence of the use of data in planning or evaluating learning	
	4.d. Planning for short-term and long-term instruction				
	4.g. Evaluation and assessment tools				
	4.h. Data-driven decision-making				
Classroom Management Skills	Documents strong skills in creative classroom management	Documents adequate skills in classroom management	Documents a desire to develop classroom management skills	Provides insufficient evidence of classroom management skills	
	4.f. Classroom management				

[WRITING THROUGHOUT THE PORTFOLIO]

Outcome	Exemplary(4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)	Points
Good Writing Skills	Writing is focused, well-organized, logical, with well-developed ideas and good understanding of context; creative use of transitional devices; rich and varied vocabulary and sentence structure; has no grammatical errors	Writing is focused, well-organized, and logical, with some specificity; good use of transitional devices; uses varied vocabulary and sentence structure; few grammatical errors	Writing is sometimes unfocused, loosely-organized, and often lacks specificity; uses appropriate vocabulary and sentence structure; several grammatical errors	Writing is unfocused, loosely organized and lacks specificity; uses inappropriate vocabulary and sentence structure; many grammatical errors	
	4.i. Appropriate written and verbal communication				

PHILOSOPHY AND STANDARDS GROWTH STATEMENT

Outcome	Exemplary(4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)	Points
Philosophy	Is thoughtful, sincere, well-written	Is sincere, has some minor technical errors and/or missing components	Is immature, has several technical errors	Is missing, shallow; has multiple problems with writing and/or format	
Standards Growth					
Craft	Reflects growth in professionalism of craft of teaching; is meaningful, well-written	Contains some reflection of growth, has minor technical errors	Is superficial, contains little evidence of growth and development, has several errors	Is missing, is not reflective of any growth, has major technical errors	
Attitudes & Values	Reflects growth in professionalism of attitudes and values; is meaningful, well-written	Contains some reflection of growth, has minor technical errors	Is superficial, contains little evidence of growth and development, has several errors	Is missing, is not reflective of any growth, has major technical errors	
Relationships	Reflects growth in professionalism of relationships; is meaningful, well-written	Contains some reflection of growth, has minor technical errors	Is superficial, contains little evidence of growth and development, has several errors	Is missing, is not reflective of any growth, has major technical errors	
Essential Knowledge	Reflects growth in professionalism of essential knowledge; is meaningful, well-written	Contains some reflection of growth, has minor technical errors	Is superficial, contains little evidence of growth and development, has several errors	Is missing, is not reflective of any growth, has major technical errors	

Comments/Clarifications:
