**Teaching Cycle Portfolio Rubric**

Teacher candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_

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| **Section #** | Ineffective  2.5 points | Effective: Emerging  5 points | Effective: Proficient  7.5 points | Highly Effective  10 points |
| **I.**  **The Learning Environment: Class/Classroom Information** | Not all questions addressed. Answers not complete. Use of data missing and/or need substantial improvement and revisions; reflections overall are of poor quality. | All questions are addressed. Some answers lack total use of data; some need improvement and revision; reflections overall are of average quality. | All questions addressed. Answers are well written and are a comprehensive reflection of student information. Answers are gathered through valid instruments and based on data. | In addition to Effective: Proficient, candidate uses academic language (BOLD words)  as well as citations and references. |
| **II**  **Individual Differences pertaining to Academics** | Not all questions addressed. Answers not complete. Use of data missing and/or need substantial improvement and revisions; reflections overall are of poor quality. | All questions are addressed. Some answers lack total use of data; some need improvement and revision; reflections overall are of average quality. | All questions addressed. Answers are well written and are a comprehensive reflection of student information. Answers are gathered with use of data, statistics, valid sources of information used. | In addition to Effective: Proficient, candidate uses academic language (BOLD words)  as well as citations and references. |
| **Summative Assessment Data Chart with Analysis** | Did not submit Summative Assessment Data Chart putting students into learning groups according to data results. | Submitted completed Summative Assessment Data Chart putting students into learning groups according to data results. (considered Effective: Proficient) |  |  |
| **III**  **Individual Differences pertaining to Preference (includes both inventories)** | Answers not complete. Use of data missing and/or need substantial revisions; reflections overall are of poor quality. | All questions are addressed. Some answers lack total use of data; some need improvement and revision; reflections overall are of average quality. | All questions addressed. Answers are well written and are a comprehensive reflection of student information. | In addition to Effective: Proficient, candidate uses academic language (BOLD words)  as well as citations and references. |
| **Inventory Data Charts with analysis** | Did not submit inventory data charts OR student work. | Submitted completed inventory data charts AND student work.  (considered Effective: Proficient) |  |  |
| **Lesson Planning:**  **Attach Lesson Plan showing instructor comments and the scored rubric** | Did not submit lesson plan for all days with instructor comments and scored rubric. | Submitted lesson plan for all days WITH instructor comments AND scored rubric. (considered Effective: Proficient) |  |  |
| **Teaching:**  **Scored FEE with observational notes** | Did not submit scored FEE. | Submitted scored FEE WITH evaluator notes  (considered Effective: Proficient) |  |  |
| **IV-A Data Assessment Data Chart** | Data table is incomplete OR Math is incorrect. | Data table is complete. Math is correct. | Data table is complete. Math is correct. Comments are made for incorrect student answers. | In addition to Effective: Proficient, candidate uses academic language tied to student learning characteristics. |
| **IV-B Data Assessment Observation Notes** | Student comments based on observations are missing or lack clarity. | Student comments based on observations are not complete or are not relevant for supporting student learning. | Student comments based on observations are clear, thorough, and relevant for supporting individual student learning. | In addition to Effective: Proficient, candidate uses academic language that is tied to student learning characteristics and relevant to the lesson objective and student. |
| **Assessment:**  **Student artifacts** | Did not submit student work samples | Submitted student work samples  (considered Effective: Proficient) |  |  |

Total points earned from rubric: \_\_\_\_\_\_\_\_\_/75

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| **Part V: Using data to drive instruction** | | | | |
| **Element** | **Ineffective**  **2.5 points** | **Effective: Emerging**  **5 points** | **Effective: Proficient**  **7.5 points** | **Highly Effective**  **10 points** |
| **Content Standards**  **Standards, outcomes, instructional strategies, and assessment align with expected rigor *InTASC 6r***  **Question 1a and 1b** | Candidate incorrectly explains alignment of content and rigor of standard, outcome, teaching strategies, and assessment within their lesson.  There is a misalignment and the candidate does not acknowledge and/or include a description as to why there is misalignment. | Candidate correctly explains alignment of content and rigor of standard, outcome, teaching strategies, and assessment within their lesson using specific evidence but includes LESS than four sources to prove the alignment (verbiage from the (1) standard, (2)outcome, (3)teaching strategies, and (4)assessment are included). Candidate notes a misalignment has occurred but does not adequately explain how they know. | Candidate correctly explains alignment of content and rigor of standard, outcome, teaching strategies, and assessment within their lesson using specific evidence from all FOUR sources to prove the alignment (verbiage from the standard, outcome, teaching strategies, and assessment are included).  If misaligned, a clear explanation is presented as to why. | In addition to Effective: Proficient, candidate uses academic language (BOLD words). |
| **Data to determine patterns and gaps *InTasc 6l***  ***Questions 2 (strength)*** | Candidate correctly determines patterns and trends in learning as identified through assessing student performance outcomes but does not support their conclusion with collected data. | Candidate correctly determines patterns in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers OR percentage). | Candidate correctly determines a pattern in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers AND percentage). | In addition to Effective: Proficient, candidate uses academic language (BOLD words). |
| **Data to determine patterns and gaps *InTasc 6l***  ***Questions 3 (challenge)*** | Candidate correctly determines patterns and trends in learning as identified through assessing student performance outcomes but does not support their conclusion with collected data. | Candidate correctly determines patterns in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers OR percentage). | Candidate correctly determines a pattern in learning as identified through assessing student performance outcomes and supports their conclusion with collected data (numbers AND percentage). | In addition to Effective: Proficient, candidate uses academic language (BOLD words). |
| **Analysis of Assessment *InTasc 6l***  **Question 4** | Candidate analyzes assessment instrument for common errors or student misconceptions within questions but incorrectly identifies a method of improvement to support student success and/or only justifies conclusion with support of data (number and percentages) OR observation evidence from the field (i.e. student learner information). | Candidate thoroughly analyzes assessment instrument for common errors or student misconceptions within questions and identifies a method of improvement to support student success. Candidate justifies conclusion with support of data from chart (number and percentages) OR observation evidence from the field (i.e. student learner information). | Candidate thoroughly analyzes assessment instrument for common errors or student misconceptions within questions and identifies a method of improvement to support student success. Candidate justifies conclusion with support of data (number and percentages) AND observation evidence from the field (i.e. student learner information). | In addition to Effective: Proficient, candidate uses academic language (BOLD words) as well as citations and references that are current (within 5 years). |
| **Application of Data Results:**  **Data used to identify knowledge mastery and grouping students for differentiation within lessons *InTasc 6g***  **Question 5** | Candidate clearly identifies students’ current level of knowledge through use of student work sample data *AND* specific learning/cognitive characteristics of students within the group *as well as* how these two pieces of information support each grouping of students. (Information for 3 or less groups of students are correctly identified and analyzed.) | Candidate clearly identifies students’ current level of knowledge through use of student work sample data *AND* specific learning/cognitive characteristics of students within the group *as well as* how these two pieces of information support each grouping of students. (Information for most of the groups of students- 4 out of 5- are correctly identified and analyzed.) | Candidate clearly identifies students’ current level of knowledge through use of student work sample data *AND* specific learning/cognitive characteristics of students within the group *as well as* how these two pieces of information support each grouping of students. (Information for all 5 groups of students are correctly identified and analyzed.) | In addition to Effective: Proficient, candidate uses academic language (BOLD words) as well as citations and references that are current (within 5 years). |
| **Post-Lesson Scaffolding**  ***InTasc 6g***  **Question 6** | Candidate effectively plans for differentiation of Post-Lesson Scaffolding by including instructional activities that align with the needs of EACH group of students AND supports their decision with information included student data or student learning characteristics.  (Information for 3 or less groups of students are correct.) | Candidate effectively plans for differentiation of Post-Lesson Scaffolding by including instructional activities that align with the needs of EACH group of students AND supports their decision with information included student data or student characteristics.  (Information for 4 out of 5 groups are correct.) | Candidate effectively plans for differentiation of Post-Lesson Scaffolding by including instructional activities that align with the needs of EACH group of students AND supports their decision with information included student data or student characteristics.  (Information for all 5 groups of students are correct.) | In addition to Effective: Proficient, candidate uses academic language (BOLD words) as well as citations and references that are current (within 5 years). |

Total from Data Assessment Activity: \_\_\_\_\_\_\_\_/60

Total score for Teaching Cycle Portfolio: \_\_\_\_\_\_\_/135