Assessment 6—Knowledge of Bilingual Education and/or ESL Field

Rubric for Assessment of All Components of prorfessional portfolio except section on Professionalism (which is included here as Assessment 4)

	Unacceptable	Acceptable	Target
Contents	Portfolio contains limited amounts of the required materials.	Portfolio contains the required material.	Portfolio contents exceed the requirements.
Organization	Portfolio is poorly organized.somewhat organized; reader has some difficulty locating materials.	Portfolio is well-organized; reader can locate materials.	Portfolio is highly organized and reflects a strong level or professionalism.
Personal Reflections	Reflections fail to reflect TESOL/NACTE standards or are overly anecdotal.	Reflections are descriptive and insightful and reflect TESOL/NCATE standards at a level appropriate to that of a K-12 Bilingual/ESL teacher at an early stage in her/his career.	Highly descriptive and insightful, clearly relating candidate's experience to the TESOL/NCATE standards. Reflections are typical of those of a seasoned teacher or of a leader in the field.
Language (TESOL/NCATE standard 1)	Candidate demonstrates weak knowledge of theories of language, language acquisition, and native/target languages.	Candidate demonstrates knowledge of theories of language, language acquisition, and native/target languages appropriate to a K-12 Bilingual/ESL teacher at an early stage in her/his career.	Candidate demonstrates advanced knowledge of theories of language, language acquisition, and native/target languages. This knowledge is that of a seasoned teacher or of a leader in the field.
Culture (TESOL/NCATE standard 2)	Candidate demonstrates some knowledge of the value and role of culture, cultural diversity, and distinctive viewpoints.	Candidate demonstrates knowledge of the value and role of culture, cultural diversity, and distinctive viewpoints at a level appropriate to that of a K-12 Bilingual/ESL teacher at an early stage in her/his career.	Candidate demonstrates advanced knowledge of the value and role of culture, cultural diversity, and distinctive viewpoints. This knowledge is that of a seasoned teacher or of a leader in the field.
Planning, Managing, Implementing Instruction	Candidate demonstrates weak knowledge and use of standards-based	Candidate demonstrates knowledge and use of standards-based	Candidate demonstrates advanced knowledge and use of standards-based

(TESOL/NCATE standard 3)	practices and strategies related to classroom organization, integrating language and content skills, and adapting resources and materials.	practices and strategies related to classroom organization, integrating language and content skills, and adapting resources and materials. This knowledge is appropriate to that of a K-12 ESL/Bilingual teacher at an early stage in her/his career.	practices and strategies related to classroom organization, integrating language and content skills, and adapting resources and materials. This knowledge is appropriate to that of a seasoned teacher or of a leader in the field.
Assessment (TESOL/NCATE standard 4)	Candidate demonstrates some ability to evaluate student performance and design appropriate instruction.	Candidate demonstrates ability to evaluate student performance and design appropriate instruction. Such ability reflects that of a K-12 Bilingual/ESL teacher in the early phase of her/his career.	Candidate demonstrates advanced ability to evaluate student performance and design appropriate instruction. Such ability is that of a seasoned teacher or of a leader in the field.
Professionalism See assessment 4			
Future Directions	Weak connections made between candidate's M.Ed. experience and future goals.	Connections made between candidate's M.Ed. experience and future goals. Connections show real leadership potential, although they demonstrate the candidate is still at a fairly early stage in her/his Bilingual or ESL career.	Strong connections made between candidate's M.Ed. experience and future goals. These connections demonstrates that candidate is or is well on the way to becoming a leader in the field.
Mechanics	Portfolio contains errors of spelling, punctuation, and grammar.	Portfolio contains only occasional errors of spelling, punctuation, and grammar.	Portfolio contains virtually no errors of spelling, punctuation, and grammar.
Overall Effectiveness	Portfolio demonstrates limited growth and potential of candidate.	Portfolio demonstrates general growth and potential of candidate. Such growth and potential are appropriate for a	Portfolio demonstrates exceptional growth and potential of candidate. Such growth and potential are typical of a seasoned teacher or a leader in the

		candidate at the early phases of a career in Bilingual Education/ESL.	field.

25-30 TARGET

18-24 ACCEPTABLE

0-17   UNACCEPTABLE