

M.Ed. Portfolio Rubric (NCATE ASSESSMENT 8)

In order for the portfolio to be rated Target (Exemplary), the candidate must receive Exemplary in at least 6 of the 8 categories. In order for the portfolio to be rated Acceptable, the candidate must receive a minimum of Acceptable in each of the categories.

Name:

Rating:

Date:

Revised Rating:

Date:

| | Target/Exemplary | Acceptable | Unacceptable | Comments |
|--|---|---|--|-----------------|
| Organization & Presentation | Well organized into sections; original, yet professional | Organized into sections; neat, professional | Poorly organized or not divided into sections | |
| Grammar & Style | All writing is well constructed with few or no errors in spelling, punctuation, grammar & style | Proofread; standard English many have a few minor errors in punctuation, grammar &/or style which must be corrected | Many errors in spelling, grammar &/or style. Writing is not at the level of an M.Ed. candidate | |
| Cover Sheet | Original and professional, but not cute | Professionally appropriate | No cover sheet or cover sheet does not look professional | |
| Philosophy Statement | Clear, articulate, personalized; more than one reference to theory; discusses how children learn & implications for teaching. Mentions at least 4 of the following 7: optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism. | Clear, articulate, personalized; at least one reference to theory; discusses how children learn & implications for teaching. Mentions at least 3 of the following 7: optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism | Statement is not well constructed with little or no connection to optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism | |
| Entry 1 Examining Children's Literacy Dev't. (entire section is no longer than 3- 4 pgs., not including work samples) | 4 work samples (2 samples from 2 children) are developmentally appropriate; written commentary expertly describes how you support literacy dev't in the 2 children; analysis & reflection demonstrate your high level of knowledge & understanding of literacy dev't in early childhood | 4 work samples (2 samples from 2 children) are developmentally appropriate; written commentary describes how you support literacy dev't in the 2 children; analysis & reflection demonstrate your knowledge & understanding of literacy dev't in early childhood | Work samples are not developmentally appropriate; written commentary does not relate to artifacts and/or does not reflect knowledge & understanding of literacy dev't in early childhood | |

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| <p>Entry 2 Building a Classroom Community</p> <p>(entire section is no longer than 3-4 pags.; videotape/ DVD is 5-15 minutes)</p> | <p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion that addresses a social studies topic, concept or theme, integrating the arts, and building classroom community. The written commentary expertly explains how the lesson supports the classroom community; analysis & reflection demonstrate your high level of knowledge & understanding of developmentally appropriate social studies lessons.</p> | <p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion that addresses a social studies topic, concept or theme, integrating the arts, and building classroom community. The written commentary explains how the lesson supports the classroom community; analysis & reflection demonstrate your knowledge & understanding of developmentally appropriate social studies lessons.</p> | <p>The videotaped lesson is not developmentally appropriate or has no clear connection to social studies and/or building a classroom community; and/or the written commentary does not effectively demonstrate your knowledge & understanding of developmentally appropriate social studies lessons.</p> | |
| <p>Entry 3 Integrating Math & Science</p> <p>(entire section is no longer than 3-4 pags.; videotape/ DVD is 5-15 minutes)</p> | <p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion or activity(ies) that demonstrate connections between mathematics/science in a developmentally appropriate way. The written commentary expertly explains how the lesson/activities support young children's developing understanding of the world around them. Analysis & reflection demonstrate your high level of knowledge & understanding of developmentally appropriate ways to provide scientific and mathematical experiences for young children in the classroom.</p> | <p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion or activity(ies) that demonstrate connections between mathematics/science in a developmentally appropriate way. The written commentary explains how the lesson/activities support young children's developing understanding of the world around them. Analysis & reflection demonstrate your knowledge & understanding of developmentally appropriate ways to provide scientific and mathematical experiences for young children in the classroom.</p> | <p>The videotaped lesson is not developmentally appropriate or has no clear connection to math/science; and/or the written commentary does not effectively demonstrate your knowledge & understanding of developmentally appropriate math/science experiences for young children..</p> | |

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| <p>Entry 4 Documented Accomplishments: Contributions to Student Learning</p> <p>(section contains <i>Communication Log</i> With no more than 10 items, and accompanying artifacts; description/summary of no more than 2 pages; and, 1/2 pg. reflection)</p> | <p>Documentation demonstrates your high level work with families, development as a learner, and role as a leader/collaborator in a variety of ways. Summary synthesizes the documentation. Reflection expertly analyzes the effectiveness of your accomplishments and their impact on student learning.</p> | <p>Documentation demonstrates your work with families, development as a learner, and role as a leader/collaborator. Summary synthesizes the documentation. Reflection analyzes the effectiveness of your accomplishments and their impact on student learning.</p> | <p>Documentation does not effectively demonstrate work with families, development as a learner, and role as a leader/collaborator; and/or summary does not synthesize the documentation; and/or reflection does not effectively analyze the impact of the documentation on student learning.</p> | |
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General Comments:

Evaluator's Signature _____