

## Reading Graduate Portfolio Evaluation Rubric

Name of Student: \_\_\_\_\_ Trimester/Year: \_\_\_\_\_

Examiner: \_\_\_\_\_

*Instructions for examiners:* Please check any one descriptor (*Distinguished, Proficient, Developing, New, etc.*) that fits your assessment of the student's preparation for each of the artifacts. Explanation of each descriptor is provided on page 11. Additional comments may be included in the space provided. Please return all evaluation sheets to the program coordinator.

### Missouri Teacher Standards

<b>Standard 2: Understanding and encouraging student learning, growth and development: The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</b>	<b>Incomplete (0 pts.)</b>	<b>Candidate (1 pt.)</b>	<b>New Teacher (2 pts.)</b>	<b>Developing Teacher (3 pt.)</b>	<b>Proficient Teacher (4 pts.)</b>	<b>Distinguishe d</b>
<i>Reflection</i> directly references the standard and shows in-depth understanding of content. ( <i>Double points</i> )						
<b>Artifact 1- (62-607)</b> A statement of teaching and learning philosophy based on theory, justifying how evidence included in the portfolio reflects this teaching and learning philosophy. The statement should be no less than one typed page and no more than three typed pages using 12-point font and one inch margins.						
<b>Artifact - (62-607)</b> a.Candidates will create a plan to introduce literature circles in their classrooms, including a theme and book appropriate for their grade level.						
b.Candidates will align project with state standard(s) and/or grade level expectations and will decide what cooperative learning activities might be included and what roles students will take during the literature circle discussions.						
c.Candidates will identify what cross-curricular connection(s) could be made with this theme or book and how learning may be assessed.						
d.Candidates will describe the culminating activity planned to help students make critical connections. *Include the original scoring guide with this artifact.						
<i>Oral Presentation:</i> Oral discussion of how the student has grown in this standard from beginning to end of the program.						

<b>Standard 1 – Content knowledge and perspectives aligned with appropriate instruction: The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.</b>	<b>Incomplete (0 pts.)</b>	<b>Candidate (1 pt.)</b>	<b>New Teacher (2 pts.)</b>	<b>Developing Teacher (3 pt.)</b>	<b>Proficient Teacher (4 pts.)</b>	<b>Distinguished</b>
<i>Reflection</i> directly references the standard and shows in-depth understanding of the content, including theories to support the content. Candidate should also explain how the artifact assisted professional development and should include samples of students' work when possible. <i>(Double points)</i>						
<b>Artifact 1 – (62-553)</b> a. Evidence of five content reading strategies, an assessment plan for each strategy, description of how each strategy impacts student learning.						
b. Samples of student work using these strategies, when appropriate. <b>*Include original scoring guide. OR</b>						
a.Evidence that candidate has obtained a content area textbook that is currently in use in a classroom (7 <sup>th</sup> grade or above) and has developed a content reading inventory, and has analyzed student performance.						
b.Candidate has recommended four appropriate content reading/study skills strategies based upon the results. <b>*Include scoring guide.</b>						
<i>Oral Presentation:</i> Oral discussion of how the student has grown in this standard from beginning to end of the program.						
<i>Comments:</i>						









<b>Standard 7 – Use of student assessment data to analyze and modify instruction: The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.</b>	<b>Incomplete (0 pts.)</b>	<b>Candidate (1 pt.)</b>	<b>New Teacher (2 pts.)</b>	<b>Developing Teacher (3 pt.)</b>	<b>Proficient Teacher (4 pts.)</b>	<b>Distinguished</b>
<i>Reflection</i> directly references the standard and shows in-depth understanding of the content and theories supporting the content. ( <i>Double points</i> )						
<b>Artifact 1 – (62-654)</b> a. Compile assessment annotation appropriate for several literacy areas and grade levels including formal and informal assessment instruments. A description and factors necessary for administration are given for each instrument (i.e., individual or group administration, timed or untimed, learning environment necessary for implementation of this assessment measure, etc.)						
b. Samples of student responses to some of these assessment measures should be included. *Include original scoring guide.						
<b>Artifact 2 –(62-660)</b> Post Tutoring Report: An in-depth intensive instructional remediation plan for one student, in grades K-6, with serious literacy needs with a report summarizing the tutoring objectives, the student’s progress, and recommendation for continuing instructional needs. *Include original scoring guide.						
<b>Artifact 3 – (62-661)</b> Pre Tutoring Report: An in-depth intensive instructional remediation plan for one student, in grades 7 – 12, with serious literacy needs with a report summarizing the tutoring objectives, the student’s progress, and recommendation for continuing instructional needs. *Include original scoring guide.						
<i>Oral Presentation:</i> Oral discussion of how the student has grown in this standard from beginning to end of the program.						
<i>Comments:</i>   						





<b>Standard 9 – Professional collaboration: The teacher has effective working relationships with students, parents, school colleagues, and community members.</b>	<b>Incomplete (0 pts.)</b>	<b>Candidate (1 pt.)</b>	<b>New Teacher (2 pts.)</b>	<b>Developing Teacher (3 pt.)</b>	<b>Proficient Teacher (4 pts.)</b>	<b>Distinguished</b>
Write a brief explanation (1-2 paragraph overview) of the artifacts that are included to show your proficiency in this standard.						
<i>Artifact</i> – (62-659) Evidence that he/she is a responsible professional in the school district. Evidence such as working on committees that address the mission of the school environment and curriculum. Involvement in the development of the vision, mission and goals of the school should be included.						
Candidate writes a <i>Summary Reflection</i> detailing his/her professional growth as a result of this program, as well as providing documentary evidence of students' growth as a result of implementation of strategies and activities learned during this program. ( <i>Double points for this artifact.</i> )						
<i>Oral Presentation:</i> Oral discussion of how the student has grown in this standard from beginning to end of the program.						
<i>Comments:</i>						

<b>Artifact of Student's Choice -</b>	<b>Incomplete (0 pts.)</b>	<b>Candidate (1 pt.)</b>	<b>New Teacher (2 pts.)</b>	<b>Developing Teacher (3 pt.)</b>	<b>Proficient Teacher (4 pts.)</b>	<b>Distinguished</b>
<i>Reflective piece</i> directly references the standard(s) and shows in-depth understanding of the content, including theories to support the content. ( <i>Double points</i> )						
Candidate may include one or two artifacts of his/her choice. A brief explanation (1-2 paragraph overview) of the artifact(s) should be included. Evidence should be provided to support the student's proficiency in one or more of the standards.						
<i>Comments:</i>						

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Department of Curriculum & Instruction  
Portfolio Scoring Guide for Master of Science in Education/Reading\***

<b>Exceeded Expectations (4 pts.)</b>	<b>Met Expectations (2 or 3 pts.)</b>	<b>Incomplete (0 or 1 pt.)</b>
The teaching and learning philosophies and application thereof demonstrate the candidate has an excellent understanding of teaching practices that create highly effective learning environments.	The teaching and learning philosophies and application thereof demonstrate the candidate has an adequate understanding of practices that create effective learning environments.	The teaching and learning philosophies and application thereof demonstrate the candidate has an inadequate understanding of teaching practices that create effective learning environments.
The artifacts demonstrate a strong application of the department knowledge base.	The artifacts demonstrate an adequate application of the department knowledge base.	The artifacts demonstrate a limited and inadequate application of the department knowledge base.
The artifacts demonstrate a strong application of the Missouri PBTE Standards or propositions of NBPST.	The artifacts demonstrate an adequate application of the Missouri PBTE Standards or propositions of NBPST.	The artifacts demonstrate a limited and inadequate application of the Missouri PBTE Standards or propositions of NBPST.
The portfolio demonstrates a strong ability to tie theory and research to practice for the purpose of improving student learning.	The portfolio demonstrates an adequate ability to tie theory and research to practice for the purpose of improving student learning.	The portfolio demonstrates a limited and inadequate ability to tie theory and research to practice for the purpose of improving student learning.
The artifacts demonstrate strong scholarly writing.	The artifacts demonstrate adequate scholarly writing.	The artifacts demonstrate inadequate scholarly writing.
The personal reflection illustrates critical thinking and responsible self-assessment.	The personal reflection is acceptable and demonstrates an adequate level of self-assessment.	The personal reflection demonstrates limited critical thinking and/or self-assessment.
In the oral presentation, the candidate demonstrates creativity, exemplary knowledge of content, strong oral communication skills, and logical organization.	In the oral presentation, the candidate demonstrates adequate knowledge of content, adequate oral communication skills, and acceptable organizational skills.	In the oral presentation, the candidate demonstrates less than adequate knowledge of content, unsatisfactory oral communication skills and/or weak organization.
In the oral presentation, the candidate provides exemplary responses to all questions.	In the oral presentation, the candidate satisfactorily responds to most questions (80%).	In the oral presentation, the candidate responds to some questions (less than 80%).

\*Observable and measurable performance on each artifact will be assessed using scoring guides for each required artifact. Scoring guides will be included in the portfolio.



### SECTION 3

#### **Overall Scoring & Interpretation:**

*These points represent the sum of 47 items (with all 10 standard reflections doubled) plus seven points for the Organization, and 27 for Presentation, adding up to a maximum score of 165 (47 x 3 + 9 x 3 + 7). Eighty percent is the minimum requirement, which is a total of 140 points.*

<i>175 – 158 points</i>	<i>Exceeded Expectations Portfolio (90%)</i>
<i>157 – 140 points</i>	<i>Met Expectations Portfolio (80%)</i>
<i>139 or below</i>	<i>Requires Substantial Revisions</i>

#### **Important Notes:**

- *Any column that is marked incomplete must be completed by the time of the presentation date unless the total score is 139 or below.*
- *A portfolio that attains an average score of 139 or below requires revisions that must be resubmitted with all necessary corrections.*
- *Each examiner will require a minimum of one week's time to reevaluate the portfolio.*
- *The portfolio committee's decision is final and binding and will be communicated to the graduate office at the presentation date.*

**I award this candidate \_\_\_\_\_ points for his/her portfolio.**

**Signature of Committee Member:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**\*Please return this form to the program advisor before the student's presentation date.**

## SECTION 4

*This section is to be completed by the program coordinator only.*

**Candidate's Name:** \_\_\_\_\_

	<b>Portfolio Contents (1-141 pts.)</b>	<b>Portfolio Organization (1-9 pts.)</b>	<b>Presentation (1-27 pts.)</b>	<b>Total Points (1-175 pts.)</b>
<b>Examiner 1</b>	_____	_____	_____	_____
<b>Examiner 2</b>	_____	_____	_____	_____
<b>Examiner 3</b>	_____	_____	_____	_____
<b>Average:</b>	_____	_____	_____	_____

**100% = 175 pts.    90% = 158 pts.    80% = 140 pts.    139 pts. or below = Substantial Revision**

**Examiner 1**    **Pass** \_\_\_\_\_    **Needs Further Work** \_\_\_\_\_    **Fail** \_\_\_\_\_

**Signature:** \_\_\_\_\_    **Date:** \_\_\_\_\_

**Examiner 2**    **Pass** \_\_\_\_\_    **Needs Further Work** \_\_\_\_\_    **Fail** \_\_\_\_\_

**Signature:** \_\_\_\_\_    **Date:** \_\_\_\_\_

**Examiner 3**    **Pass** \_\_\_\_\_    **Needs Further Work** \_\_\_\_\_    **Fail** \_\_\_\_\_

**Signature:** \_\_\_\_\_    **Date:** \_\_\_\_\_