

**SCORING SHEET FOR PORTFOLIO
ELEMENTARY EDUCATION PROGRAM STANDARDS**

Elementary Education Indiana University Southeast

Candidate: _____

Evaluator: _____

DIRECTIONS:

1. Use the descriptors (attached) for evaluation of the letter to the reader, the components of a standard, and the overall professionalism to check the appropriate scoring.
2. Add totals for each standard, letter to the reader and overall professionalism. Transfer to summary chart.
3. Record total on summary chart.

Final Scoring Chart

	Score
Letter to Reader (15)	
Standard 1 (15)	
Standard 2 (15)	
Standard 3 (15)	
Standard 4 (15)	
Standard 5 (15)	
Overall Professionalism (10)	
Total (100)	

Overall Professionalism of Portfolio

This scale is continuous; you can assign any score between 0 and 10 for each part.

Item	0 points	2.5 points	5 points	7.5 points	10 points
Professional Quality of Portfolio as determined by: <ul style="list-style-type: none"> • Organization • Formatting • Neatness • Visual Appeal 	Portfolio shows no evidence of being organized. There is little or no evidence of professionalism.	Portfolio is poorly organized and/or materials are hard to read/find. The portfolio appears to have been put together at the last minute.	Portfolio is partially organized and materials are somewhat easy to find/read. The overall impression of the candidate's professionalism is questionable.	Portfolio is well organized and materials are easy to find. The portfolio is neat and the overall impression of the candidate's professionalism is good.	Portfolio is of exceptional professional quality. It is extremely well organized, easy to read/find items, and neat. The overall impression of the candidate's professionalism is excellent.

Overall Professionalism Score (10) _____

**RUBRIC FOR EVALUATION OF THE “LETTER TO THE READER”
ELEMENTARY EDUCATION PROGRAM PORTFOLIO**

This scale is continuous; you can assign any score between 0 and 6 for each part.

<i>Item</i>	<i>0 points</i>	<i>3 points</i>	<i>6 points</i>
Professional Quality of: <ul style="list-style-type: none"> • Introduction • Why chose education • Summary of Program Standards 	Not all the elements of the letter are present; letter is poorly organized; casual language is used; professional commitment is not evident.	All the elements are present and well organized; professional language is utilized; commitment to the professional is evident.	All the elements are present; the letter is well organized and very relevant to the profession; a commitment to the profession is very evident.
Professional Quality of Philosophy of Education	Philosophy of Education is not clearly identified; inadequate references are used and/or are irrelevant to teaching.	Philosophy of Education is clearly articulated; adequate references are used which demonstrated a knowledge base supportive of the philosophy.	Philosophy of Education is clearly articulated; references are quite relevant and showed a depth of understanding of a knowledge base supportive of the philosophy.
	<i>0 points</i>	<i>1.5 points</i>	<i>3 points</i>
Conventions (Punctuation, grammar, spelling, citations)	Many (more than five) grammatical, punctuation or typographical errors are found and/or more than five awkward sentences are identified. No or inadequate use of APA citations.	Minimal (less than three) grammatical, punctuation or typographical errors are found and/or fewer than three awkward sentences are identified. Good attempt to use APA citations.	Free from grammatical, punctuation, and typographical errors. Free from awkward sentences. Excellent APA citations are included.

Professional Quality of Introduction, Why chose education, and Summary of Program Standards Assigned Score (6)	Professional Quality of Philosophy of Education (6)	Conventions (grammar, punctuation, spelling, APA citations) Assigned Score (3)	Total (15)

Evaluation of Each Component of a Standard

Directions: Check the appropriate descriptors on the form for the criteria of **Description, Reflection and Conventions**. This scale is continuous and therefore you can assign any score between 0 and 6 for the reflection and between 0 and 3 for the conventions. You should use the attached rubrics as guides for standards 1 through 5.

Description

Proficient (6 Points) = Candidate clearly and expertly demonstrates how the artifact relates to the candidate's knowledge of the standard. Description in the artifact registry is of high quality. All components of the standard are addressed.

Basic (3 Points) = Candidate is able to support how the artifact demonstrates knowledge of the standard. Description in the artifact registry is of good quality. All components of the standard are addressed.

Unacceptable (0 Points) = Candidate is unable to support how the artifact demonstrates knowledge of the standard. Description in the artifact registry is of poor quality. Some components of the standard may be missing.

Reflection

Proficient (6 Points) = Reflection in the artifact registry is of high quality through meaningful and convincing evidence of the candidate's understanding of the theories, best practices, or other aspects on which the standard is based.

Basic (3 Points) = Reflection in the artifact registry indicates some evidence of the candidate's understanding of the theories, best practices, or other aspects on which the standard is based.

Unacceptable (0 Points) = Reflection in the artifact registry does not indicate the candidate's understanding of the theories, best practices, or other aspects on which the standard is based.

Conventions

Proficient (3 Points) = The writing for entry is of high quality with no grammatical, punctuation, or spelling errors. Accurate APA citations are included.

Basic (1.5 Point) = The writing for the entry is acceptable with only minor grammatical, punctuation or spelling errors. Good attempt to use APA citations.

Unacceptable (0 Points) = Writing for the entry is of poor quality and may contain a pattern of grammatical, punctuation and/or spelling errors. Poor use (or no use) of APA citations.

Standard 1: The Candidate is knowledgeable in planning and preparation.

Artifact: Unit(s) of Work

Standard Components:

- A. Demonstrates knowledge of planning for each of the content areas
- B. Demonstrates knowledge of pedagogy
- C. Demonstrates knowledge of students' growth and development
- D. Selects instructional goals that include students' interests and input
- E. Demonstrates knowledge and use of resources
- F. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit
- G. Plans for authentic assessment both formative and summative
- H. Demonstrates knowledge and planning for the use of technology

Comments on Standard 1:

Description Assigned Score (6)	Reflection Assigned Score (6)	Mechanics Assigned Score (3)	Total (15)

Standard 2: The Candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.

Artifact: Class Environment Assignment in Math/Science Methods

Standard Components:

- A. Creates a teaching environment of respect and rapport
- B. Understands and respects cultural diversity in students and families
- C. Understands and respects differences in students' abilities
- D. Manages classroom procedures
- E. Manages student behavior
- F. Organizes physical space

Comments on Standard 2:

Description Assigned Score (6)	Reflection Assigned Score (6)	Mechanics Assigned Score (3)	Total (15)

Standard 3: The Candidate is knowledgeable of a variety of strategies for effective instruction.

Artifact: Evaluation from Reading/language Arts/ Social Studies Methods

Standard Components:

- A. Communicates clearly and effectively with students
- B. Uses questions and discussion techniques during lessons
- C. Engages students in learning
- D. Uses assessment of student learning to shape oral and/or written feedback to the students
- E. Demonstrates flexibility and responsiveness while teaching
- F. Utilizes available technology effectively in teaching

Comments on Standard 3:

Description Assigned Score (6)	Reflection Assigned Score (6)	Mechanics Assigned Score (3)	Total (15)

Standard 4: The Candidate understands and carries out professional responsibilities.

Standard Components (Artifacts):

- A. Reflects on teaching (reflection)
- B. Maintains accurate records (no artifact required)
- C. Communicates with families as appropriate (parent letters)
- D. Contributes to the school community (Professional development registry)
- E. Grows and develops professionally (Professional development registry)
- F. Shows professionalism (Disposition Evaluation from General Methods)

Comments on Standard 4:

Description Assigned Score (6)	Reflection Assigned Score (6)	Mechanics Assigned Score (3)	Total (15)

Standard 5: The Candidate is knowledgeable of and applies all professional standards and all content standards for K-6 Grades.

Artifacts: Lesson Plans from appropriate content area. For 1 g (technology) a lesson plan that has technology integrated. Note: the candidate must address both the State content standards and the National Standards.

Standard Components:

- A. Demonstrates use of professional and content standards in Mathematics**
- B. Demonstrates use of professional and content standards in Science**
- C. Demonstrates use of professional and content standards in English/Language Arts**
- D. Demonstrates use of professional and content standards in Social Studies**
- E. Demonstrates use of professional and content standards in Fine Arts**
- F. Demonstrates use of professional and content standards in Physical Education**
- G. Demonstrates use of professional and content standards in Health Education**
- H. Demonstrates use of professional and content standards in Technology**

Comments on Standard 5:

Description Assigned Score (6)	Reflection Assigned Score (6)	Mechanics Assigned Score (3)	Total (15)