

## Senior Portfolio Rubric

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by LHUP Undergrad Admin

## Assessment

## Portfolio Artifacts (Knowledge and Pedagogy)

	Target Not Met	Target Met	Target Exceeded
Introduction	Very little information is provided by the student in the introduction section.	Student provides sufficient information about him/herself in the introduction. A resume, cover letter of interest, and Praxis scores are included.	Student provides insightful and detailed information about him/herself in the introduction. A resume, cover letter of interest, and Praxis scores are included.
Rationale for Selection and Alignment of Artifacts to INTASC/SPA Standards	Some required artifacts are missing.	All required artifacts are included. Rationale logically supports alignment artifact with most INTASC/SPA Standards.	All required artifacts are included. Rationale logically supports alignment artifact with all INTASC/SPA Standards.
Rationale for Selection and Alignment of Artifacts to ISTE NETS-T Standards	There is not an artifact for one performance indicator for each of the 5 NETS-T standards/or the performance indicator is not properly aligned to an INTASC Standard. Rationale is missing or inadequate.	There is one artifact for one performance indicator for each of the 5 NETS-T Standards. These artifacts are different from those included in their developing portfolio. The student has attached the NETS-T artifacts from their developing portfolio. All artifacts are at the beginning level. The performance indicator is properly aligned to an INTASC Standard. Rationale is logical.	In addition to having one artifact for one performance indicator for each of the 5 NEST-T Standards, there is at least one artifact representing a standard beyond the beginning level. These artifacts are different from those included in their developing portfolio. The student has attached the NETS-T artifacts from their developing portfolio. The performance indicator is properly aligned to an INTASC Standard. The rationale is logical.
Conclusion	Student provides a weak assessment of his/her own strengths. There is no plan of action for future growth.	Student provides a reasonable assessment of his/her own strengths and areas in need of improvement in Knowledge, Skills, and Dispositions. There is a clearly identified plan of action for future growth to improve Knowledge, Skills and Dispositions in regard to specific INTASC Standards.	Student provides an insightful and detailed assessment of his/her own strengths and areas in need of improvement in Knowledge, Skills, and Dispositions. There is a clear and achievable detailed plan of action identified for future growth to improve Knowledge, Skills and Dispositions in regard to specific INTASC Standards.
Professional	The student did not follow stated directions, had numerous spelling, punctuation, grammatical errors, inaccurate information, and an excessive use of "Attachments". Headings were not used. Little or no creativity was shown.	The student had minimal spelling, punctuation, or grammatical errors in the document. Errors do not affect readers' ability to comprehend writing. The directions were removed prior to submitting the document and required headings were used throughout. There was a balance in use of narrative, tables/graphs/images, and	The student had no spelling errors and only a few grammatical or punctuation errors in the document. The directions were removed prior to submitting the document and required headings were used throughout. There was a balance in use of narrative, tables/graphs/images, and "Attachments". Creativity was evident throughout the document

## PDE 430 Rubric (1st Placement)

	Unsatisfactory: (Minimum of 0 points)	Satisfactory: (Minimum of 4 points) (1 pt)	Superior: (Minimum of 8 points) (2 pts)	Exemplary: (Minimum of 12 points) (3 pts)
Category I: Planning and Preparation (1, 25%)	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.
Category II: Classroom Environment (1, 25%)	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.
Category III: Instructional Delivery (1, 25%)	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.
Category IV: Professional (1, 25%)	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.

## PDE 430 Rubric (2nd Placement)

	Unsatisfactory: (Minimum of 0 points)	Satisfactory: (Minimum of 4 points) (1 pt)	Superior: (Minimum of 8 points) (2 pts)	Exemplary: (Minimum of 12 points) (3 pts)
Category I: Planning and Preparation (1, 25%)	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.
Category II: Classroom Environment (1, 25%)	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.
Category III: Instructional Delivery (1, 25%)	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.
Category IV: Professional (1, 25%)	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	Candidate consistently and thoroughly demonstrates indicators of performance.

## Senior Portfolio Presentation

	Level 1 (1 pt)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)
Professional (1, 33%)	<ul style="list-style-type: none"> <li>- Does not model professional attire.</li> <li>- Does not exhibit enthusiasm or a high level of energy.</li> <li>- Does not appear creative or interested in continuous learning.</li> <li>- Presentation of portfolio is poorly organized and not in accordance with the INTASC/SPA Standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Seldom exhibits enthusiasm or a high level of energy.</li> <li>- Demonstrates some creativity and interest in continuous learning.</li> <li>- Portfolio is somewhat organized using the INTASC/SPA Standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Showed professional appearance Usually showed enthusiasm and a high energy level.</li> <li>- Often demonstrates creativity and interest in continuous learning.</li> <li>- Portfolio is organized in a logical manner and properly uses the INTASC/SPA Standards</li> </ul>	<ul style="list-style-type: none"> <li>- Always displays professional appearance and appropriate attire.</li> <li>- Most always demonstrated enthusiasm and a high level of energy.</li> <li>- Is most always creative and resourceful in the portfolio presentation</li> <li>- Shows a high degree of interest in continuous learning.</li> <li>- Presentation of portfolio is highly organized and presented in a logical manner using the INTASC/SPA Standards.</li> </ul>
Verbal Communicat Skills (1, 33%)	<ul style="list-style-type: none"> <li>- Oral communication skills fail to exhibit correct usage and grammar; is neither focused nor organized.</li> <li>- The student's volume, intonation and enunciation is deficient.</li> <li>- The student does not speak with conviction.</li> </ul>	<ul style="list-style-type: none"> <li>- Oral communication sometimes exhibits correct usage and grammar; is focused and organized.</li> <li>- The student sometimes speaks with proper volume, intonation, and enunciation.</li> <li>- The student sometimes speaks with conviction.</li> </ul>	<ul style="list-style-type: none"> <li>- Oral communication usually exhibits correct usage and grammar; is focused and organized.</li> <li>- The student speaks with audible volume, intonation, and enunciation.</li> <li>- The student speaks with conviction.</li> </ul>	<ul style="list-style-type: none"> <li>- Oral communication most always exhibits correct usage and grammar; is focused and organized.</li> <li>- The student speaks with proper volume, intonation, and enunciation.</li> <li>- The student often speaks with conviction.</li> </ul>
Nonverbal Communicat Skills (1, 33%)	<ul style="list-style-type: none"> <li>- Does not maintain eye contact.</li> <li>- Demonstrates no confidence and fails to interact with the interviewers.</li> <li>- Does not project a composed/relaxed demeanor and demonstrates distracting mannerisms.</li> </ul>	<ul style="list-style-type: none"> <li>- Seldom maintains eye contact.</li> <li>- Demonstrates some confidence and interacts minimally with interviewers.</li> <li>- Sometimes projects a composed/relaxed demeanor and demonstrates minimal distracting mannerisms.</li> </ul>	<ul style="list-style-type: none"> <li>- Often maintains eye contact with the interviewers.</li> <li>- Demonstrates confidence and effectively interacts with the interviewers.</li> <li>- Usually projects a composed/relaxed demeanor and avoids distracting mannerisms.</li> </ul>	<ul style="list-style-type: none"> <li>- Most always maintains eye contact.</li> <li>- Demonstrates a strong degree of confidence and leadership, always interacting respectfully and cooperatively with the interviewers.</li> <li>- Most always projects a composed and relaxed demeanor and does not exhibit any distracting mannerisms.</li> </ul>

## Scoring/Scale



<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
< 5 points	6 -7 points	8 - 10 points	11+ points

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