

**WTS Generic Scoring Rubric for Artifacts
Phase 3 Portfolio Review**

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;">WTS 6 Communication</p> <p style="text-align: center;">Score: _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials show knowledge of the role of verbal language in learning. <input type="checkbox"/> Plans tend to be limited to spoken language or reading written text. <input type="checkbox"/> Materials present a limited knowledge of different question classification schemes, question structures, and question purposes. <input type="checkbox"/> No appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to discipline-specific content being considered.</p>	<p><input type="checkbox"/> Materials show knowledge of the role of verbal and non-verbal language in learning. <input type="checkbox"/> Materials give limited evidence of knowledge of how to use visual and media communication to support student learning. <input type="checkbox"/> Materials also show knowledge of different question classification schemes, question structures, and question purposes. <input type="checkbox"/> Little appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to discipline-specific content being considered.</p>	<p><input type="checkbox"/> Materials exhibit comprehension of the role of verbal and non-verbal language in learning. <input type="checkbox"/> Plans incorporate visual imagery and tools and electronic media in addition to spoken language and written text to support learning, interaction, and collaboration. <input type="checkbox"/> Materials show knowledge of different question types serving different purposes. <input type="checkbox"/> Some appreciation evident of the possibility that while language is used for different purposes in the classroom, its usage may carry cultural messages in addition to the discipline-specific content being considered.</p>	<p><input type="checkbox"/> Materials present a dynamic understanding of the role of verbal and non-verbal language in learning. <input type="checkbox"/> Plans incorporate creative, varied, practical use of the language, visual imagery, and electronic media to support learning, interaction, and collaboration. <input type="checkbox"/> Materials show clear knowledge and keen selection of different question types serving different purposes. <input type="checkbox"/> Generally, the materials show a keen understanding that while language is used for different purposes in the classroom, its usage style may carry cultural messages in addition to the discipline-specific content being considered.</p>

Comments:

Evaluator: _____ Date: _____