

**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 1 Subject matter competency</p> <p style="text-align: center;">Score: _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials indicate only a rudimentary grasp of the discipline as an accumulation of facts, standard procedures, and assigned tasks.</p> <p><input type="checkbox"/> Materials rely on only a single method of representation.</p> <p><input type="checkbox"/> No rationale for selection of resources and curriculum; opinion used as basis for making decisions.</p>	<p><input type="checkbox"/> Materials suggest a concept of the discipline as an additive accumulation of facts, standard arguments, central generalizations, and study procedures.</p> <p><input type="checkbox"/> Materials rely on only two or three methods of representation.</p> <p><input type="checkbox"/> Thin rationale for the selection of resources and curriculum, typically reference authority or tradition as a basis for making decisions.</p>	<p><input type="checkbox"/> Materials exhibit a solid grasp of the discipline and its complexity and study or inquiry methods.</p> <p><input type="checkbox"/> Materials incorporate multiple representations, and inquiry methods; little concern for core assumptions of the discipline or impact that representation method(s) has (have) on the discipline.</p> <p><input type="checkbox"/> Strong, careful rationale for the selection of resources and curriculum.</p>	<p><input type="checkbox"/> Materials exhibit a solid grasp of the culture and complexity of the discipline(s) and the core assumptions and study or inquiry methods associated with the discipline(s).</p> <p><input type="checkbox"/> Materials show recognition of the impact on the discipline of the representation methods, core assumptions, and inquiry methods.</p> <p><input type="checkbox"/> Insightful, carefully argued rationale for the selection of resources and curriculum.</p>

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<p style="text-align: center;">WTS 2 Growth and Development</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 only a rudimentary concept of developmental domains and the impact on student learning or students' progression across them.</p> <p><input type="checkbox"/> Materials show an exclusive concern for content coverage.</p>	<p><input type="checkbox"/> Materials indicate that instructional decisions are based on limited consideration of the influence on learning of students' progression across the cognitive domain.</p> <p><input type="checkbox"/> Materials show a greater concern for content coverage than for how students construct knowledge, make meaningful connections, and acquire skill.</p>	<p><input type="checkbox"/> Materials show that instructional decisions are based on a careful consideration of the influence on learning of students' progression across the cognitive domain.</p> <p><input type="checkbox"/> Materials show a functional understanding of how students construct knowledge, make meaningful connections, and acquire skills.</p>	<p><input type="checkbox"/> Materials indicate that instructional decisions are based on careful consideration of the influence on learning of students' progression across multiple developmental domains.</p> <p><input type="checkbox"/> Materials show a clear understanding of how students construct knowledge, make meaningful connections, acquire skills, and develop habits of mind.</p>

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<p align="center">WTS 3 Diverse Learners</p> <p align="center">Score: _____</p>	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Materials show an exclusive concern for content coverage and <input type="checkbox"/> General disregard for learner differences evident. <input type="checkbox"/> Little evidence of flexibility in materials.	<input type="checkbox"/> Materials show recognition of the need to adapt instruction to students' needs. <input type="checkbox"/> A restricted concept of student needs is evident. <input type="checkbox"/> Materials appear to be flexible enough to be adapted to student needs, but few specific adaptations suggested.	<input type="checkbox"/> Materials include at least one form of instructional adaptation or choice of instructional strategy addressing varied student needs and strengths. <input type="checkbox"/> A wide range of student needs and strengths considered. <input type="checkbox"/> Materials show careful consideration of adaptations to specific aspects of student diversity and needs.	<input type="checkbox"/> Materials include two or more forms of instructional adaptation or choices of instructional strategy addressing varied student needs and strengths. <input type="checkbox"/> A wide range of student needs, strengths, and cultural backgrounds considered. <input type="checkbox"/> Materials show creativity in preparing to address student needs.

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<p>WTS 4 Instructional Strategies</p> <p>Score: _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials typically show a singular, expository approach to content coverage. <input type="checkbox"/> Few instructional resources other than print resources used. <input type="checkbox"/> Plans emphasize the presentation of knowledge with little concern for student thinking</p>	<p><input type="checkbox"/> Materials give evidence of knowledge of different instructional models and strategies as well as advantages and the limitations associated with them. <input type="checkbox"/> A narrow selection of instructional materials and resources including print and electronically accessed resources used. <input type="checkbox"/> Materials tend to emphasize acquisition of knowledge rather than development of students' problem solving and critical thinking capabilities.</p>	<p><input type="checkbox"/> Materials document development of plans incorporating different instructional models and strategies as well as the advantages of them. <input type="checkbox"/> A variety of instructional materials and resources including human, print, and electronically accessed resources used. <input type="checkbox"/> Plans show a concern for student acquisition of content and skills, but a limited concern for development of students' problem solving and critical thinking capabilities.</p>	<p><input type="checkbox"/> Materials document development of plans incorporating different instructional models and strategies as well as the advantages and limitations of them. <input type="checkbox"/> Materials integrate a variety of instructional materials and human, print, and electronically accessed resources. <input type="checkbox"/> Plans show a concern for student acquisition of content and skills and encourage development of students' problem solving and critical thinking capabilities</p>

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<p style="text-align: center;">WTS 5 Classroom Management and Climate</p> <p style="text-align: center;">Score: _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Material show superficial knowledge of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Materials do not show recognition of the role planning for the management of time, space, materials, and student organization and movement plays in maintaining a positive classroom climate.</p>	<p><input type="checkbox"/> Materials show knowledge of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Materials suggest recognition of the role that planning for the management of time, space, materials, and student organization and movement plays in providing a positive classroom climate.</p>	<p><input type="checkbox"/> Materials show comprehension of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Plans document a reasoned approach for the management of time, space, materials, and student organization and movement intended to provide a positive climate for learning in the classroom.</p>	<p><input type="checkbox"/> Materials show clear, functional understanding of the difference between extrinsic and intrinsic motivation.</p> <p><input type="checkbox"/> Plans document a reasoned, practical approach to the management of time, space, materials, and student organization and movement providing a positive climate likely to foster a high level of student engagement, self-reliance, and responsibility in the classroom.</p>

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<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>

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<p style="text-align: center;">WTS 7 Instructional Planning</p> <p style="text-align: center;">Score: _____</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Plans addresses the needs of only one ability level. <input type="checkbox"/> Plans are unrelated to the curriculum goals or students' prior knowledge, or <input type="checkbox"/> Plans do not encourage student engagement, problem solving, or critical thinking. <input type="checkbox"/> Evidence of contingency thinking absent</p>	<p><input type="checkbox"/> Lesson plan(s) address the needs of students either at more than one level or with more than one learning style. <input type="checkbox"/> The content considered has a general connection to the curriculum goals, but little connection to students' prior knowledge. <input type="checkbox"/> Limited opportunities for student engagement, problem solving, or critical thinking present. <input type="checkbox"/> Little evidence of contingency thinking present.</p>	<p><input type="checkbox"/> Lesson plan(s) addresses the needs of students at more than one ability level who also present more than one learning style. <input type="checkbox"/> The content focus has a direct connection to the curriculum goals and a deliberate connection to students' prior knowledge. <input type="checkbox"/> Plan provide for student engagement and involves students in problem solving and/or critical thinking. <input type="checkbox"/> Some evidence of contingency thinking present.</p>	<p><input type="checkbox"/> Plans address the needs of students at multiple ability levels who also present multiple learning styles, and represent multiple cultural and language backgrounds. Creativity evident in the plan. <input type="checkbox"/> Plans target and extend the curriculum goals, and activate students' prior knowledge. <input type="checkbox"/> Plans encourage a high level of student engagement and involve students in problem solving and/or critical thinking. <input type="checkbox"/> Plans build in some flexibility and contingency thinking.</p>

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<p style="text-align: center;">WTS 8 Assessment Strategies</p> <p style="text-align: center;">Score: _____</p>	<p><input type="checkbox"/> No evidence or incomplete or materials are incomplete</p>	<p><input type="checkbox"/> Materials give little evidence of knowledge and use of the differences among types of formal and informal assessment strategies.</p> <p><input type="checkbox"/> Assessment materials thin or vague, may only propose a single assessment method.</p> <p><input type="checkbox"/> No evidence of a concern for adaptations.</p> <p><input type="checkbox"/> Materials give little evidence of understanding of measurement theory and assessment-related issues.</p>	<p><input type="checkbox"/> Materials provide evidence of basic knowledge and use of formal and informal assessment</p> <p><input type="checkbox"/> While assessment(s) are developed, generally a variety of methods are not included.</p> <p><input type="checkbox"/> Limited evidence of a concern for adaptations (developmental, linguistic, and cultural differences among students)</p> <p><input type="checkbox"/> Evidence provided indicates student has some understanding of measurement theory and assessment-related issues (validity, reliability, bias, etc.)</p>	<p><input type="checkbox"/> Materials provide evidence of a variety of formal and informal assessment methods.</p> <p><input type="checkbox"/> Evidence of a variety of assessments included.</p> <p><input type="checkbox"/> Adaptations are included (developmental, linguistic, and cultural differences among students).</p> <p><input type="checkbox"/> Demonstrates understanding of measurement theory and assessment-related issues (validity, reliability, bias, etc.).</p>	<p><input type="checkbox"/> Materials provide evidence of flexible and independent use of various formal and informal assessment strategies.</p> <p><input type="checkbox"/> A variety of assessment methods are included, justified and evaluated.</p> <p><input type="checkbox"/> Adaptations are included (developmental, linguistic, and cultural differences among students), justified and evaluated.</p> <p><input type="checkbox"/> Theoretical aspects of measurement and evaluation are represented directly and clearly throughout materials included.</p>

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Phase 3 Artifact and/or Performance Rubric DRAFT

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<p>WTS 10 Positive Relationships</p> <p>Score: _____</p>	<p><input type="checkbox"/> No consideration of the need for planning in order to provide a safe, organized classroom environment.</p> <p><input type="checkbox"/> Avoids collaborative relationships with peers in the teacher-education program and /or mentors on school staff.</p> <p><input type="checkbox"/> Does not participate in collegial activities. Makes comments or takes actions that hinder effective communication among peers or with colleagues in field placements.</p> <p><input type="checkbox"/> Makes no effort to learn about students in field placements.</p>	<p><input type="checkbox"/> Materials show only rudimentary recognition of the need for planning in providing a safe, organized classroom environment.</p> <p><input type="checkbox"/> Tends to be a solitary worker who may occasionally respond to suggestions, offers of support, or feedback from peers or mentors on school staff.</p> <p><input type="checkbox"/> Occasionally seeks help from colleagues, supervisors, or counselors in field placements when working with students who are having or causing problems in class.</p> <p><input type="checkbox"/> Shows little effort to learn about backgrounds and/or families of students in the field placement; little concern for student rights.</p>	<p><input type="checkbox"/> Materials show a clear acknowledgement of the need for practical plans for providing a safe, organized classroom environment.</p> <p><input type="checkbox"/> When initiated by others, willingly participates in collaborative professional relationships with peers or mentors on school staff to improve the learning environment.</p> <p><input type="checkbox"/> Participates in one collegial education-related community activity.</p> <p><input type="checkbox"/> Interacts with students in field placements in accordance with assigned responsibilities; shows a concern for students, their backgrounds, families, and rights.</p>	<p><input type="checkbox"/> Materials show specific, basic plans for providing a safe, organized classroom environment.</p> <p><input type="checkbox"/> Initiates collaborative relationships with peers in teacher-education program and/or mentors on school staff in order to differentiate instruction and/or improve the learning environment.</p> <p><input type="checkbox"/> Participates in collegial activities at the university or in field placements, such as workshops, seminars, education-related community service</p> <p><input type="checkbox"/> Actively cultivates a positive relationship with students and their families in field placements. Recognizes the teacher's role as an advocate for students and their rights.</p>	<p><input type="checkbox"/> Materials include thorough, practical plans for providing and maintaining a safe, organized classroom environment.</p> <p><input type="checkbox"/> Serves as a mentor, reviewer or editor, or critical observer for peers in the teacher-education program in order to differentiate instruction and improve the learning environment.</p> <p><input type="checkbox"/> Participates in collegial activities beyond the university and field placement, such as workshops and conferences such as education-related community service, advocacy for students, political education, or outreach to families.</p> <p><input type="checkbox"/> Takes a leadership role in collegial activities at the university or in a field placement, advocating for improvement of the learning environment and fulfillment of student rights.</p>

Comments:

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