

COE Reflective Narrative Rubric for Phase 3 & 4 Portfolios

Student: _____ Evaluator: _____

Date: _____ Phase 3 Phase 4

Areas Assessed	Advanced Complete and outstanding demonstration; exceeds level expected 4	Proficient Complete demonstration; at level expected 3	Basic Somewhat limited demonstration; emerging toward level expected 2	Minimal Limited or inconsistent demonstration; inability to meet level of expectation 1	Undocumented Undocumented demonstration of competence 0	Score
Description of Artifact	Provides thorough description of the artifact(s) included; provides a thorough and careful description of how artifact(s) reflect specific core values	Provides accurate and complete description of the artifact(s) included; provides ample description of how artifact(s) reflect core values	Provides somewhat limited description of the artifact(s) included; description provides some statement of how artifact(s) reflect some of the core values	Provides minimal description of the artifact(s) included; makes meager attempt to describe how artifact(s) reflect any of core values;	Provides no description of artifact(s) included; no attempt to describe how artifact(s) reflect any core values;	Score =
Relationship to Standards	Analyzes in detail, accurately & insightfully determining how the artifact(s) are related to appropriate WTS and/or specialty organization standards	Accurately determines how artifacts are related to appropriate WTS and/or specialty organization standards;	Only generally discusses how artifacts are related to most appropriate WTS and/or specialty organization standards	Provides limited discussion or misjudges the relationship between artifact(s) and appropriate WTS and/or specialty organization standards	No analysis of WTS standards or specialty organization standards in relation to artifact(s);	Score=

<p>Assessment/ Reflection Of Learning</p>	<p>Provides a careful and detailed assessment of one's learning and the impact of one's teaching practices on student achievement; and comprehensive reflective statement about one's ability to think about or perform future professional tasks</p>	<p>Provides adept assessment of one's learning with some statement of impact of one's teaching practices on student achievement; and some reflection about ones' enhanced ability to think about or perform on future tasks professional</p>	<p>Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching practices on student achievement; with a few reflective statements about one's ability to think about or perform on future tasks.</p>	<p>Provides very limited or confusing assessment of one's learning and the impact of one's teaching practices on student achievement; provides very limited reflection about one's ability to think about or perform on future professional tasks</p>	<p>Provides no self assessment of one's learning or impact of one's practices on student achievement; provides no reflection about one's ability to perform on future professional tasks</p>	<p>Score=</p>
<p>Development & Fluency Of Writing</p>	<p>Written statement is very well developed and fluently written</p>	<p>Written statement effectively communicates with some digressions or lack of transitions, is fluently written with only occasional structural, grammatical, or mechanical errors which do not interfere with readability</p>	<p>Written statement is somewhat clear-organizational plan is partly evident but inconsistently followed with some structural, grammatical, or mechanical errors which minimally interfere with readability</p>	<p>Written statement is unclear and difficult to understand with multiple incidences of structural, grammatical, or mechanical errors</p>	<p>Written statement is ineffective or flawed with multiple errors that seriously detract from readability</p>	<p>Score= Sum= Average =</p>