

**COE Unit Student Assessment Plan  
for Initial Licensure Portfolio  
Evaluation System  
Methods Block Phase 3 and Direct Teaching Phase 4**

The Unit Assessment Plan includes three stages of portfolio development. Portfolios will be organized into Entries. The Portfolio for Phases 3-5 (Pre-Block, Methods Block and Directed Teaching) includes three entries each for a total of nine entries upon program completion. Each entry features artifact(s) that are examples of a student's work. The portfolio for each phase must include;

- ❑ A philosophical/pedagogical statement that addresses the value of the Wisconsin Department of Public Instruction five assessment categories to be reflected in teacher licensure programs. These categories include communication skills, human relations, professional dispositions, content knowledge and pedagogical knowledge. The philosophy statement must provide a statement of how the student demonstrates the value and application of these categories in one's work as a teacher; and support one's ideas with credible literature and relevant experiences. The development of ideas and fluency of written expression will be evaluated, as well. The Philosophical/Pedagogical Statement Rubric will be used to evaluate this portion of the portfolio.

Students will develop three entries for each of the phases of portfolio and include 1-3 artifacts that provide evidence of the attainment of knowledge and skills related to the Wisconsin Teacher Standards and/or national specialty standards. For each entry, the student must write an introductory narrative providing a description of the artifact(s), explain how each artifact is tied to Wisconsin Teacher Standards, assessment categories, and specialty organization standards, and reflect on what the impact of one's teaching practices on student achievement and one's ability to think about or perform on future professional tasks. The Reflective Narrative Rubric will be used to evaluate the introductory narrative for each of the three entries of a portfolio.

## Philosophical/Pedagogical Statement Rubric for Phase 3 & 4 Portfolios

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Phase 3 \_\_\_\_\_ Phase 4

Areas Assessed	Advanced Complete and outstanding demonstration; exceeds level expected <b>4</b>	Proficient Complete demonstration; at level expected <b>3</b>	Basic Somewhat limited demonstration; emerging toward level expected <b>2</b>	Minimal Limited or inconsistent demonstration; inability to meet level of expectation <b>1</b>	Undocumented Undocumented demonstration of competence <b>0</b>	Score
Value and Elaboration on Assessment Categories	Demonstrates a thorough understanding of all of the assessment categories; provides extensive, detailed, and accurate explanation that these categories are valued in their teaching	Demonstrates an adequate understanding of all of the assessment categories; provides ample and accurate elaboration of how these categories are valued in their teaching	Demonstrates a somewhat limited understanding of some of the assessment categories; provides meager or limited elaboration with few details on how these categories are valued in their teaching	Demonstrates a limited or inconsistent understanding of assessment categories; very limited elaboration and specificity about how these categories are valued in their teaching	No evidence of understanding of assessment categories is provided; ideas are not ever elaborated upon; no statement provided on the value of these categories in their teaching	Score =
Literature & Experiential Support	Supports statements based on outstanding literature references and many relevant experiences	Provides credible literature references and some relevant experiences	Provides only basic literature references and few correlated experiences	Provides minimal literature references and totally unrelated experiences	No literature references or experiences are related	Score=
Development & Fluency Of Writing	Produces very clear and highly effectively statement and creates a product that is well developed and fluently written.	Effectively communicates; follows a discernable plan; execution may be weakened by lack of transitions or digressions; only occasional structural, grammatical, or mechanical errors which do not influence readability	Statement is somewhat clear with a plan that is partly evident but inconsistently followed; some structural, grammatical, or mechanical errors which only minimally interfere with readability.	Written statement is unclear and difficult to understand with multiple incidences of structural, grammatical, and mechanical errors.	Written communication is ineffective or flawed with multiple errors that seriously detract from readability.	Score= Sum= Average =

## 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 <b>4</b>	Proficient Complete demonstration; at level expected <b>3</b>	Basic Somewhat limited demonstration; emerging toward level expected <b>2</b>	Minimal Limited or inconsistent demonstration; inability to meet level of expectation <b>1</b>	Undocumented Undocumented demonstration of competence <b>0</b>	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=

<b>Assessment/ Reflection Of Learning</b>	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	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	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.	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	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	Score=
<b>Development &amp; Fluency Of Writing</b>	Written statement is very well developed and fluently written	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	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	Written statement is unclear and difficult to understand with multiple incidences of structural, grammatical, or mechanical errors	Written statement is ineffective or flawed with multiple errors that seriously detract from readability	Score=  Sum=  Average =