Assessment 6: Final Portfolio Scoring Guide

ACEI standards: 3.1-3.3, 3.5, 4.0. 5.1

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|  |  | Percent met criteria (level 3 on scoring guide)12 candidates | Percent met criteria (level 3 on scoring guide)16 candidates |
| ACEI standard | Wording from Portfolio Scoring Guide for level 3 | 2011 | 2012 |
| 3.1 | Consistently plans developmentally appropriate activities that incorporate student thinking, prior knowledge and experiences | 11/12 92% | 16/16 100% |
| 3.1 | Uses a variety of instructional strategies which promote higher level thinking and problem solving | 10/12 83% | 19/16 100% |
| 3.1 | Creates interdisciplinary learning experiences and methods of inquiry from several subject areas.  | 10/12 83% | 16/16 100% |
| 3.2 | Provides learning opportunities that are adapted for students’ learning style, multiple intelligences, strengths, weaknesses, or exceptionalities | 10/12 83% | 16/16 100% |
| 3.3 | Sets goals for application of concepts in the discipline; engages students in analysis and synthesis of content (ACEI 3.3) | 8/12 66.7% | 13/16 81.3% |
| 3.3 | Encourages critical thinking and problem solving by presenting diverse perspectives and representations (authors, genres, posters, languages, models, media sources, countries, etc.) | 8/12 66.7% | 12/16 75%  |
| 3.5 | Integrates appropriate technology that makes a contribution to teaching and learning | 9/12 75% | 16/16 100% |
| 3.5 | Uses a variety of verbal/nonverbal strategies to engage most students | 12/12 100%  | 15/16 94%  |
| 4.0 | Communicates criteria for assignments and assessment tasks; tasks are accurately evaluated and graded; students receive helpful feedback | 4/12 33.3% | 13/16 82%  |
| 4.0 | Has provided instructional and assessment opportunities that allow most (80%) students to demonstrate that they have met the learning goals | 10/12 83.3% | 12/16 75%  |
| 5.1 | Uses problem-solving strategies to improve teaching practice and student learning and makes timely adjustments | 11/12 91.2% | 13/16 82%  |

Data Analysis: This assessment illustrates that our candidates meet ACEI. When comparing the data for the candidates in 2011 and 2012, growth occurred in many of the ACEI criteria. Our candidates did improve greatly in their integration of technology (ACEI 3.5). However, candidates struggled with ACEI standard 3.3, encouraging critical thinking and problem solving, and ACEI standard 4.0, communicating criteria for assignments and assessment tasks/accurate evaluation, grading of assignments with student feedback, and providing opportunities that allow for 80% of students to demonstrate they met learning goals.

**Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Scorer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCORE: \_\_\_\_\_\_\_\_\_\_\_**

***I. Competence: Knowledge (INTASC Principle 1,7)***

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| Criteria (Indiana/ACEI) | Scorer’s Notes: Limitations | Level 2 | Scorer’s Notes: On Target | Level 3 |
| Knowledge of Discipline |  | \* Indicates competence in reading, writing, and oral language\*Indicates competence in physical, life and earth/space science\*Indicates competence in mathematics (number and operations, algebra, geometry, measurement, data analysis and probability)\*Indicates competence in social studies (integrated study of history, geography, and social sciences to promote students’ abilities to make decisions as citizens)\*Acknowledges possible or real student misconceptions |  | \* Reading, writing and oral language: Candidate demonstrates a high level of competence in use of English language arts (ACEI 2.1) \*Science: Knows, understands and uses fundamental concepts of physical, life and earth/space science; design and implement inquiry-based instruction and to convey the nature of science (ACEI 2.2)\* Mathematics: Knows, understands, and uses major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability (ACEI 2.3)\* Social studies: Knows, understands, and uses major concepts and modes of inquiry in social studies-integrated study of history, geography, and social sciences to promote students’ abilities to make decisions as citizens (ACEI 2.4)\*Corrects misconceptions when appropriate (ACEI 2.1-2.4) |

***I. Competence: Knowledge (INTASC Principle 1,7) -continued-***

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| Teaching of the Discipline  |  | \*Teaches key concepts and links concepts to students’ prior understanding of the school world\*language arts presented in one primary context/method.\*multicultural content taught without mention of multicultural framework\*demonstrates ability to differentiate instruction in one or two subject areas.\* Develops some interdisciplinary learning experiences for students\* Sets goals for comprehension of concepts\*Creates procedural activities for students |  | \* Demonstrates competence in using strategies to teach reading, writing, speaking, listening and thinking (ACEI 2.1)\* Demonstrates ability to teach students to apply language arts skills in varied contexts (ACEI 2.1)\*Teaches multicultural content using multicultural framework (ACEI 3.2)\* Demonstrates ability to differentiate instruction (RtI) to meet the needs of all learners in language arts, science, mathematics, social studies, and health (ACEI 3.2)\* Creates interdisciplinary learning experiences and methods of inquiry from several subject areas. (ACEI 3.1)\* Sets goals for application of concepts in the discipline; engages students in analysis and synthesis of content (ACEI 3.3)\*Creates opportunities for inquiry within the discipline for students(ACEI 2.1-2.4) |

***Competence: Planning (INTASC Principle 1,2,7,8)***

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| Criteria | Notes from EDU 201 | Level 2 | Notes from Scorer | Level 3 |
| Based on StudentACEI 3.1  |  | \* Plans developmentally appropriate activities  |  | \*Consistently plans developmentally appropriate activities that incorporate student thinking, prior knowledge and experiences \*Plans includes elements of student choice \* Plans recognize student feedback |
| Based on AssessmentACEI 4.0 |  | \* Uses assessments as part of planning  |  | \* Uses varied assessments as part of planning: a) student self-assessmentsb) student recordsc) informal and formald) formative and summative  |

***I. Competence: Organizing for Teaching (INTASC Principle 5 &6)***

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| Criteria | Notes from EDU 201 | Level 2 | Notes from Scorers | Level 3 |
| Motivation and Instructional GroupsACEI 3.5 |  | \* Considers group functions and individual influence\* Engages in primarily whole group instruction |  | \* Analyzes and uses group functions and individual influence; engages students in independent and cooperative learning \* Helps group develop shared values and responsibility for positive climate/productive work |
| Use of Time and Space |  | \* Organizes time, space, activity and attention to engage most students |  | \* Organizes time, space, activity and attention to engage all students fully in varied participation |
| CommunicationACEI 3.5 |  | \* Uses some verbal and nonverbal strategies\* Uses some technology but it does not contribute to teaching/learning |  | \*Uses a variety of verbal/nonverbal strategies to engage most students\* Integrates appropriate technology that makes a contribution to teaching and learning  |

***I. Competence: Critical Thinking (INTASC Principle 4,6 & 8)***

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| Criteria | Notes from EDU 201 | Level 2 | Notes from Scorers | Level 3 |
| Type of ThinkingACEI 3.1 |  | \* Uses a variety of instructional strategies\* Provides some support for student self-evaluation to help them become aware of their strengths and needs |  | \* Uses a variety of instructional strategies which promote higher level thinking and problem solving(ACEI 3.1)\* Supports student self-evaluation to help them become aware of their strengths and needs and encourages learners to set educational goals  |
| Diverse PerspectivesACEI 3.3 |  | \* Encourages critical thinking or problem-solving by generating more than one solution or response\*Encourages student discussion |  | \* Encourages critical thinking and problem solving by presenting diverse perspectives and representations (authors, genres, posters, languages, models, media sources, countries, etc.) \*Encourages student discussion about the discipline and respect for student ideas and opinions.  |
| Role of TeacherACEI 3.4 |  | \* Conducts mostly teacher-directed lessons with some role variation |  | \* Varies the role of teacher to include instructor, coach, audience member, participant, etc.  |

***II. Cultural Responsiveness (INTASC Principle 3)***

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| Criteria | Notes from EDU 201 | Level 2 | Notes from Scorers | Level 3 |
| Individual DifferencesACEI 3.2 |  | \* Identifies learning opportunities that are adapted for students’ learning style, multiple intelligences, strengths, weaknesses or exceptionalities |  | \*Provides learning opportunities that are adapted for students’ learning style, multiple intelligences, strengths, weaknesses, or exceptionalities |
| Cultural DifferencesACEI 3.2 |  | \* Identifies students who are ELLs\* Recognizes gender differences\* some instruction has been designed with reference to contextual factors (i.e. community, classroom, and student) and assessment data\* Identifies resources and services in an effort to meet students’ learning needs\* Some additional attention to students needs indicates that teacher has high expectations of most students |  | \* Accommodates ELLs \*Addresses gender differences \* Most instruction has been designed with reference to contextual factors and assessment data \* Accesses resources and services to meet students’ learning needs \* Demonstrates high expectations for all students and communicates this to students  |

***III. Critically Reflective (INTASC 8 and 9)***

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| Criteria | Notes from EDU 201 | Level 2 | Notes from Scorers | Level 3 |
| Analysis of LearningACEI 4.0 |  | \*Assessments are used to assess learning and student strengths and weaknesses\* Describes some resources other than classroom assessment that could be used to understand learner needs and behavior\* Identifies criteria for assignments and assessment tasks; tasks are evaluated and graded\*Has provided instructional and assessment opportunities that allow some students to demonstrate that they have met the learning goals |  | \*Varied assessments are used to assess learning and modify instruction or learning goals (present or future) \* Uses multiple sources of information in order to understand learner needs and behavior \*Communicates criteria for assignments and assessment tasks; tasks are accurately evaluated and graded; students receive helpful feedback \* Has provided instructional and assessment opportunities that allow most (80%) students to demonstrate that they have met the learning goals  |
| Analysis of AssessmentACEI 4.0 |  | \*Provides some discussion or analysis related to measurement issues |  | \*Assessments are evaluated with an understanding of validity, reliability, and bias (ACEI 4.0) |
| Analysis of TeachingACEI 5.1 |  | \* Attempts problem-solving strategies to improve teaching practice and student learning\*Suggests possible direct and/or indirect relationship between teaching decisions and student learning \*Identifies professional resources as a teacher and learner\* Accepts feedback from supervisors and mentor teachers |  | \* Uses problem-solving strategies to improve teaching practice and student learning and makes timely adjustments \* Documents direct and/or indirect relationships between teaching decisions and student learning \* Participates and documents professional development \*Consistently uses feedback from supervisors and mentor teachers(ACEI 4.0) |

***IV. Commitment (INTASC Principle 10)***

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| Criteria | Notes from EDU 201 | Level 2 | Notes from Scorers | Level 3 |
| Interactions with others in the school communityACEI 5.2 |  | \*Seeks ways to become involved in the school community |  | \* Develops respectful and productive relationships with school colleagues, parents, and community agencies that support student learning (parent conferences, PTA, faculty meetings, fundraising, newsletters, progress reports home, parent/community volunteers in the classroom)  |
| Laws and safetyACEI 5.2 |  | \* Recognizes laws related to student, teacher, parents, and school responsibilities and rights including confidentiality\* Minimizes risks to a student’s well being (field trips, labs, playground, special education, anti-bullying, school discipline policy, etc.) |  | \* Implements laws related to student, teacher, parents, and school responsibilities and rights including confidentiality \* Minimizes risks to a student’s well being  |

These scoring guides are based on the Hanover Conceptual Framework, the INTASC Principles, Indiana Teacher Standards, and the Association for Childhood Education International teacher standards.. Some language has been used from the following sources: the INTASC Portfolio Scoring Guides for Mathematics, Science, and Language Arts and the Scoring Rubrics for the Teacher Work Sample developed by The Renaissance Partnership for Improving Teacher Quality