****

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate the candidate’s portfolio artifacts, based on the criteria, by circling the best level for each below :

4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable

| **Artifact** | **Description** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- | --- |
| **Content assignment**KTPS 4 Content Knowledge | Research paper, essay, or project demonstrating content knowledge (Math Sec. may use test) | * 1. Exceptional demonstration of content mastery
	2. Demonstrates advanced writing proficiency
 | * 1. Demonstrates high level of content mastery
	2. Demonstrates excellent writing proficiency
 | * 1. Demonstrates adequate level of content mastery
	2. Demonstrates adequate writing proficiency
 | * 1. Does not demonstrate level of content mastery
	2. Does not demonstrate writing proficiency
 |
| **On Demand Writing**KTPS 1-8Reflection | Timed writing sample regarding teacher (s) who impacted their life. | **7.2** Demonstrates advanced reflection | **7.2** Demonstrates excellent reflection | * 1. Demonstrates adequate reflection
 | * 1. Does not demonstrate reflection proficiency
 |
| **Lesson Plan**KTPS 1-8 The teacher designs / plans instruction | Lesson plan designed for teaching content area using the KDE format meeting the following criteria: | * 1. KAS or Core Content with clear learning targets that reflects key concepts of discipline

**2.3** Assessment effectively measure student performance on objective / learning target and guides teaching**2.4** Uses multiple  effective  instructional  strategies and  activities  aligned with  learning targets**2.5** Plans instructional  strategies that  include several  levels of learning  that require higher  order thinking. | * 1. KAS or Core Content with a learning target

**2.3** Assessment  measures student  performance on  learning target **2.4** Uses good instructional  strategies and  activities aligned  with learning  targets.**2.5** Plans instructional strategies that  include two levels  of learning and require some higher order thinking. | * 1. KAS or Core Content used alone

**2.3** Assessment  addresses  KAS or Core  Content or  learning target**2.4** Uses basic  instructional  strategies or  activities that  address learning targets. **2.5** Plans instructional strategies that  require some higher order thinking. | * 1. Does not include KAS or Core Content

**2.3** Does not include  assessment OR assessment does  not address  KAS, Core  Content, or  learning target**2.4** Uses basic  instructional  strategies or  activities that do  not address  learning targets, OR uses ineffective  instructional  strategies or  activities**2.5** Plans instructional  strategies on basic  level of learning  and do not require  higher order  thinking. |
| **Philosophy**KTPS 3 Creates a learning climate | Philosophy of Education from The Teaching Profession | **Met – Target / Acceptable** * Clear statement of beliefs concerning teaching, learning, curriculum, knowledge, and instructional practice that are consistent with the current knowledge base and best practice for teaching
* Beliefs are supported and based on education theory with correct reference to sources accepted by the education community reflecting best practice.
* Effectively organized and well developed
* Effective use of grammar and conventions.
* Appropriate tone and voice
* Correct APA format
 | **Not Met - Unacceptable*** Statements of belief are unclear OR philosophy includes contradictions OR teaching, learning, curriculum, knowledge and instructional practice are not adequately addressed revealing no understanding of the current knowledge base and best practice.
* Beliefs are unsupported with no reference to theoretical base OR personal opinion and bias are evident
* Ineffective use of grammar and conventions
* Inappropriate tone and voice.
 |
| **Field Experience**KTPS 1-3 | Implementing instruction from Field PlacementEvidence of effective work in the schools | **Met - Target / Acceptable**Includes two (2) or more evidences of effective field experience. * Evidence 1: Selected log entries or course assignment demonstrating valid field experience
* Evidence 2 A written reflection of what student has learned during all field experiences

Evidence indicates meeting standards at acceptable level or above. | **Not Met - Unacceptable*** Does not include two evidences of effective field experience
* Evidence included does not demonstrate effective work
* Evaluations scored at unacceptable level (1).
 |

| **Written Communication VALUE Rubric***for more information, please contact value@aacu.org* |  |
| --- | --- |

**Definition**

 Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  | **Capstone**4 | **Milestones**3 2 | **Benchmark**1 |
| --- | --- | --- | --- |
| **Context of and Purpose for Writing***Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions***Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including  organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |