

# Portfolio Artifact Scoring Form

Evaluation Rubric  
InTASC Standard 1

Teacher Candidate: \_\_\_\_\_

Instructor: \_\_\_\_\_ Artifact: \_\_\_\_\_

Semester/ Year: \_\_\_\_\_ Course: \_\_\_\_\_

Portfolio Stage:  Initial  Admission to Student Teaching  Transition to Teaching

"Please note that this form is now aligned to the InTASC Educator Standards, as mandated by the WI DPI. During the transition period from the WI Educator Standards (WES) to the InTASC Standards the alignment will be provided for ease in uploading artifacts for each InTASC Teaching Standard."

**InTASC Standard 1: Learner Development** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **WES 2** – Know how children grow. **COEHS** – Knowledge of learning, understanding pedagogy.

1	2	3	4	5
<b>Minimal</b> Teacher candidate demonstrates minimal skill in:	<b>Emergent</b> Teacher candidate demonstrates inconsistent skill in:	<b>Progressing</b> Teacher candidate demonstrates somewhat consistent skill in:	<b>Proficient</b> Teacher candidate demonstrates highly consistent skill and the competence expected of a beginning teacher:	<b>Advanced</b> Teacher candidate demonstrates highly consistent skill and performance indicative of an exemplary teacher:
*applying knowledge of how students learn to meet individual student's needs	*applying knowledge of how students learn to meet individual student's needs	*applying knowledge of how students learn to meet individual student's needs	*applying knowledge of how students learn to meet individual student's needs	*applying knowledge of how students learn to meet individual student's needs
*making connections to student's prior knowledge, thinking, growth, and experiences	*making connections to student's prior knowledge, thinking, growth, and experiences	*making connections to student's prior knowledge, thinking, growth, and experiences	*making connections to student's prior knowledge, thinking, growth, and experiences	*making connections to student's prior knowledge, thinking, growth, and experiences
*capitalizing on strengths and builds areas of development that are weaker and incorporates the perspectives of the child and their family/community	*capitalizing on strengths and builds areas of development that are weaker and incorporates the perspectives of the child and their family/community	*capitalizing on strengths and builds areas of development that are weaker and incorporates the perspectives of the child and their family/community	*capitalizing on strengths and builds areas of development that are weaker and incorporates the perspectives of the child and their family/community	*capitalizing on strengths and builds areas of development that are weaker and incorporates the perspectives of the child and their family/community
*providing no opportunities for active engagement, manipulation, and testing of ideas/materials	*providing few opportunities for active engagement, manipulation, and testing of ideas/materials	*providing some consistent opportunities for active engagement, manipulation, and testing of ideas/materials	*providing several opportunities for active engagement, manipulation, and testing of ideas/materials	*providing extensive opportunities for active engagement, manipulation, and testing of ideas/materials

Rubric Score (whole numbers only): \_\_\_\_\_

\_\_\_\_\_ Unacceptable

**Must be redone and resubmitted to receive a score**

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Make a copy of this form and submit it, along with each assignment being graded, to your instructor.**