

# Portfolio Artifact Scoring Form

Evaluation Rubric  
InTASC Standard 10

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 10: Leadership and Collaboration-** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **WES 10 -** Are connected with other teachers and the community. **COEHS -** Knowledge of culture, Being a change agent, Being a reflective professional.

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:
* eliciting information from families and communities using technology and other forms of communication to understand learners and their experiences	* eliciting information from families and communities using technology and other forms of communication to understand learners and their experiences	* eliciting information from families and communities using technology and other forms of communication to understand learners and their experiences	* eliciting information from families and communities using technology and other forms of communication to understand learners and their experiences  AND  * using information gathered from families and communities to support learner development and growth and foster collaborative relationships with learners, families, colleagues, and the community	* eliciting information from families and communities using technology and other forms of communication to understand learners and their experiences  AND  * using information gathered from families and communities to support learner development and growth and foster collaborative relationships with learners, families, colleagues, and the community

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.**