UNIVERSITY OF WISCONSIN OSHKOSH

Portfolio Artifact Scoring Form
Evaluation Rubric
InTASC Standard 2

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 2: Learning Differences- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
WES 3 – Understand that children learn differently. **COEHS** – Understanding diversity, Knowledge of culture, Knowledge of learning, Understanding pedagogy.

1	2	3	4	5
Minimal Teacher candidate demonstrates minimal skill in:	**Emergent** Teacher candidate demonstrates inconsistent skill in:	**Progressing** Teacher candidate demonstrates somewhat consistent skill in:	**Proficient** Teacher candidate demonstrates highly consistent skill and the competence expected of a beginning teacher:	**Advanced** Teacher candidate demonstrates highly consistent skill and performance indicative of an exemplary teacher:
*creating a learning community in which individual differences are valued	*creating a learning community in which individual differences are valued	*creating a learning community in which individual differences are valued	*creating a learning community in which individual differences are valued	*creating a learning community in which individual differences are valued
*deepening knowledge of and applying approaches to adapting instruction to meet the specific needs of individuals and groups of learners	*deepening knowledge of and applying approaches to adapting instruction to meet the specific needs of individuals and groups of learners	*deepening knowledge of and applying approaches to adapting instruction to meet the specific needs of individuals and groups of learners	*deepening knowledge of and applying approaches to adapting instruction to meet the specific needs of individuals and groups of learners	*deepening knowledge of and applying approaches to adapting instruction to meet the specific needs of individuals and groups of learners
* adapting instruction and using modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities, giftedness, and English language learners	* adapting instruction and using modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities, giftedness, and English language learners	* adapting instruction and using modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities, giftedness, and English language learners	* adapting instruction and using modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities, giftedness, and English language learners	* adapting instruction and using modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities, giftedness, and English language learners

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.

College of Education and Human Services
University of Wisconsin Oshkosh
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