

# Portfolio Artifact Scoring Form

Evaluation Rubric  
InTASC Standard 4

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 4- Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **WES 1** – Know the subject they teach. **COEHS** –Knowledge of content, Being a life-long learner.

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:
*displaying marginal knowledge of the central concepts, tools of inquiry, and the structures of the discipline(s) he/she teaches	*displaying inconsistent knowledge of the central concepts, tools of inquiry, and the structures of the discipline(s) he/she teaches	* displaying consistent knowledge of some of the central concepts, tools of inquiry, and the structures of the discipline(s) he/she teaches	*displaying competent knowledge of the central concepts, tools of inquiry, and the structures of the discipline(s) he/she teaches  AND  *using the processes, vocabulary, and strategic tools of the discipline to build accurate understanding	*displaying superior knowledge of the central concepts, tools of inquiry, and the structures of the discipline(s) he/she teaches  AND  * using the processes, vocabulary, and strategic tools of the discipline to build accurate and deep understanding
*including varying theories, representations and/or explanations of concepts in lessons, and uses vocabulary and academic language that is clear, correct, and appropriate for learners	*including varying theories, representations and/or explanations of concepts in lessons, and uses vocabulary and academic language that is clear, correct, and appropriate for learners	* including some varying theories, representations and/or explanations of concepts in lessons, and uses vocabulary and academic language that is clear, correct, and appropriate for learners	*including varying theories, representations and/or explanations of concepts in lessons, and uses vocabulary and academic language that is clear, correct, and appropriate for learners	*including varying theories, representations and/or explanations of concepts in lessons, and uses vocabulary and academic language that is clear, correct, and appropriate for learners
*creating interdisciplinary learning experiences	*creating interdisciplinary learning experiences	*creating interdisciplinary learning experiences	*creating interdisciplinary learning experiences	*creating interdisciplinary learning experiences

**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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