

Portfolio Artifact Scoring Form

Evaluation Rubric
InTASC Standard 6

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 6- Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **WES 8** – Know how to test for student progress. **COEHS** - Being a skillful practitioner.

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:
* making digital and/or other records of learner performance available so that the teacher and student can monitor and analyze student performance	* making digital and/or other records of learner performance available so that the teacher and student can monitor and analyze student performance	* making digital and/or other records of learner performance available so that the teacher and student can monitor and analyze student performance	* making digital and/or other records of learner performance available so that the teacher and student can monitor and analyze student performance	* making digital and/or other records of learner performance available so that the teacher and student can monitor and analyze student performance
* modifying classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills	* modifying classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills	* modifying classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills	* modifying classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills	* modifying classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills
* using, designing, and adapting a variety of classroom formative assessments matching the method with the type of learning objective	* using, designing, and adapting a variety of classroom formative assessments matching the method with the type of learning objective	* using, designing, and adapting a variety of classroom formative assessments matching the method with the type of learning objective	* using, designing, and adapting a variety of classroom formative assessments matching the method with the type of learning objective	* using, designing, and adapting a variety of classroom formative assessments matching the method with the type of learning objective
* collaborating with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner	* collaborating with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner	* collaborating with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner	* collaborating with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner	* collaborating with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner

* using data to guide the design of differentiated individual learning experiences and assessments	* using data to guide the design of differentiated individual learning experiences and assessments	* using data to guide the design of differentiated individual learning experiences and assessments	* using data to guide the design of differentiated individual learning experiences and assessments	* using data to guide the design of differentiated individual learning experiences and assessments
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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
 Revised 7/11/2014, Kroeger