

# Portfolio Artifact Scoring Form

Evaluation Rubric  
InTASC Standard 8

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 8- Instructional Strategies:** The teacher understands and uses a variety of instructional strategies To encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **WES 4** – Know how to teach. **COEHS** – Understanding pedagogy, being a skillful practitioner.

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:
* directing students' learning experiences through instructional strategies linked to learning objectives and content standards	* directing students' learning experiences through instructional strategies linked to learning objectives and content standards	* directing students' learning experiences through instructional strategies linked to learning objectives and content standards	* directing students' learning experiences through instructional strategies linked to learning objectives and content standards	* directing students' learning experiences through instructional strategies linked to learning objectives and content standards
*analyzing individual learner needs (i.e., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs	*analyzing individual learner needs (i.e., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs	*analyzing individual learner needs (i.e., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs	*analyzing individual learner needs (i.e., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs	*analyzing individual learner needs (i.e., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs
* scaffolding learners' ability to identify their own strengths and needs as learners and taking responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth	* scaffolding learners' ability to identify their own strengths and needs as learners and taking responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth	* scaffolding learners' ability to identify their own strengths and needs as learners and taking responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth	* scaffolding learners' ability to identify their own strengths and needs as learners and taking responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth	* scaffolding learners' ability to identify their own strengths and needs as learners and taking responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth
* scaffolding student learning of academic language in the content area(s)	* scaffolding student learning of academic language in the content area(s)	* scaffolding student learning of academic language in the content area(s)	* scaffolding student learning of academic language in the content area(s)	* scaffolding student learning of academic language in the content area(s)

* expanding teaching roles (i.e., instructor, facilitator, coach, audience) and employing them to tailor instruction and challenge all learners	* expanding teaching roles (i.e., instructor, facilitator, coach, audience) and employing them to tailor instruction and challenge all learners	* expanding teaching roles (i.e., instructor, facilitator, coach, audience) and employing them to tailor instruction and challenge all learners	* expanding teaching roles (i.e., instructor, facilitator, coach, audience) and employing them to tailor instruction and challenge all learners	* expanding teaching roles (i.e., instructor, facilitator, coach, audience) and employing them to tailor instruction and challenge all learners
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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  
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