Portfolio Assessment - English Language Arts

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ UMID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester/Year: \_\_\_\_/\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The University of Mississippi School of Education develops educators who **imagine** equality, excellence, and caring, educators who **innovate** through practice, collaboration, and assessment, and educators who **inspire** professionalism, transformation, and leadership.

## Evaluation ScaleAn evaluator will examine the portfolio and highlight or circle the appropriate box for each standard based on the following descriptions

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| No artifacts are associated with the standard | The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported. | An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support. | A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported. |

## Imagine

1. Equality - Demonstrates an expectation that all students can learn and are a vital part of the learning community

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| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

2. Excellence - Demonstrates outstanding content knowledge....

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

...and pedagogical knowledge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.1 Candidate uses English language arts to help students become familiar with their own and others’ cultures, establishing meaningful connections between the English language arts curriculum and developments in culture, society and education. | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns** **(3)** |
| 2.2 Candidate examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate and research based for supporting the teaching of English language arts. | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns** **(3)** |
| 2.3 Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms. | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns** **(3)** |
| 2.4 Candidate engages students in critical analysis of different media and communications technologies. | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns** **(3)** |
| 2.5 Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication. | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns** **(3)** |
| 2.6 Candidate engages students in making meaning of texts through personal response. | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns** **(3)** |
| 2.7 Candidate demonstrates that students can select appropriate reading strategies that permit access to, and understanding of a wide range of print and non-print texts. | **No Evidence****(0)** | **Ambiguous****(1)** | **Approaches****(2)** | **Aligns** **(3)** |

3. Caring - Displays sensitivity to students' needs.

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| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

## Innovate

4. Collaboration - Works with relevant stakeholders to advance student learning.

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| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

5. Practice - Designs and uses educational environments and instructional practices to meet all students’ needs, abilities, and interests.

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| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

6. Assessment - Understands and thoughtfully uses formal and informal evaluation strategies

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| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

## Inspire

7. Professionalism - Models poise, maturity, and sound judgment

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| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

8. Transformation - Engages in continuous self-evaluation and improvement

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| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

9. Leadership - Acts as a steward of the profession

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| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

## Score \_\_\_\_\_\_\_\_\_\_\_\_/48

## Additional Comments: