Portfolio Assessment - Science

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 Scale An 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 demonstrates evidence of planning in science content, nature of science and inquiry (NSTA Standards 1a, 2c and 3b) | **No Evidence**  **(0)** | **Ambiguous**  **(1)** | **Approaches**  **(2)** | **Aligns**  **(3)** |
| 2.2 Candidate demonstrates evidence of knowledge, skills, and understanding of safety procedures; chemical storage and use; and animal care and use (NSTA Standards 9b, 9c, and 9d) | **No Evidence**  **(0)** | **Ambiguous**  **(1)** | **Approaches**  **(2)** | **Aligns**  **(3)** |
| 2.3 Candidate demonstrates evidence of appropriate practice safety procedures; chemical storage and use; and animal care and use (NSTA Standards 9b, 9c, and 9d) | **No Evidence**  **(0)** | **Ambiguous**  **(1)** | **Approaches**  **(2)** | **Aligns**  **(3)** |
| 2.4 Candidate demonstrates evidence of P –12 student learning in science content and the nature of science (NSTA Standards 1a and 2c) | **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

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

## Score \_\_\_\_\_\_\_\_\_\_\_\_/39

## Additional Comments: