# SCORING RUBRIC GUIDELINES FOR THE GROWTH/SHOWCASE PORTFOLIO

A composite score of 3 or above for each Dimension of the rubric is required.  Students who receive any score below 3 may be asked to revise and resubmit that area of their portfolio.

| Points | Evidence | Reflections on connections to Standards | Language | Organization |
|---|---|---|---|---|
| | *This trait refers to items showing the standard has been met.  Artifacts may include student work samples, teacher work samples, data charts, pictures, letters, PowerPoints, or video clips.* | *This trait refers to expressed thoughts or opinions resulting from the careful consideration of evidence used to document adherence to the standards.* | *This trait refers to the use of conventions of standard written English, such as grammar, mechanics, word usage, and spelling.* | *This trait refers to the manner in which the contents of the portfolio are arranged to demonstrate candidate's unique skills and abilities.* |
| 4 Exceptional | • Extensive use of a variety of high quality artifacts to demonstrate standard has been met.<br>• Much evidence of student and teacher outcomes was presented. | • Demonstrates: -critical thought & reasoning - breadth and depth of understanding<br><br>• Provides substantial description and explanation focused on the candidates role as literacy leader | • Outstanding use of the conventions of standard written English<br>• Appropriate credit given to theoretical and research sources.<br>• Citations consistent with APA manuscript style. | • Follows a focused and logical organization<br>• Clearly shows original thinking<br>• Highly imaginative |
| 3 Thorough | • Use of a variety of high quality artifacts to demonstrate standard has been met.<br>• Much evidence of student and/or teacher outcomes was presented. | • Demonstrates: -careful thought & reasoning -clear understanding<br>• Provides fair description and explanation focused on the candidates role as literacy leader | • Effective use of the conventions of standard written English<br>• Appropriate credit given to theoretical and research sources.<br>• Citations consistent with APA manuscript style. | • Follows a logical organization<br>• Demonstrates careful thought<br>• Distinctive |
| 2 Adequate | • Sufficient use of  high quality artifacts to demonstrate standard has been met.<br>• Some evidence of student and/or teacher outcomes was presented. | • Demonstrates: -superficial thought & reasoning-general understanding<br>• Provides fair descriptions focused on the candidates role as literacy leader | • Minor errors in the use of the conventions of standard written English<br>• Minor errors in crediting theoretical and research sources.<br>• Citations mostly consistent with APA manuscript style. | • Fair organization<br>• Demonstrates thought |
| 1 Inadequate | • Minimal use of high quality artifacts to demonstrate standard has been met.<br>• Little evidence of student and/or teacher outcomes was presented. | • Demonstrates: -limited thought & reasoning - incomplete understanding<br>• Provide little description or explanation of their role as literacy leader. | • Several errors in the use of the conventions of standard written English<br>• Inappropriate or little credit given to theoretical and research sources.<br>• Citations inconsistent with APA manuscript style. | • Organization is confusing or hard to follow |
| 0 Unacceptable | • Artifacts used are limited or do not sufficiently demonstrate standard has been met.<br>• No evidence of student or teacher outcomes was presented | • No evidence of: -thought & reasoning -understanding<br>• No description or explanation of their role as literacy leader | • Extensive errors in the use of the conventions of standard written English<br>• No credit given to theoretical and research sources.<br>• Citations do not follow APA manuscript style. | • No apparent organization |

# GROWTH/SHOWCASE PORTFOLIO
# RUBRIC

| | Exceptional 4 | | Thorough 3 | | Adequate 2 | | Inadequate 1 | | Unacceptable 0 | | NOTES |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Evidence | Reflection | Evidence | Reflection | Evidence | Reflection | Evidence | Reflection | Evidence | Reflection | |
| **Standard 2:** Instructional Strategies and Curriculum Materials CF5 | | | | | | | | | | | |
| 2.1 | | | | | | | | | | | |
| 2.2 | | | | | | | | | | | |
| 2.3 | | | | | | | | | | | |
| **Standard 3:** Assessment, Diagnosis, and Evaluation CF3, CF4 | | | | | | | | | | | |
| 3.1 | | | | | | | | | | | |
| 3.2 | | | | | | | | | | | |
| 3.3 | | | | | | | | | | | |
| 3.4 | | | | | | | | | | | |
| **Standard 4:** Creating a Literate Environment CF5 | | | | | | | | | | | |
| 4.1 | | | | | | | | | | | |
| 4.2 | | | | | | | | | | | |
| 4.3 | | | | | | | | | | | |
| 4.4 | | | | | | | | | | | |
| **Standard 5:** Professional Development CF1, CF3 | | | | | | | | | | | |
| 5.1 | | | | | | | | | | | |
| 5.2 | | | | | | | | | | | |
| 5.3 | | | | | | | | | | | |
| 5.4 | | | | | | | | | | | |
| **Language** | | | | | | | | | | | |
| **Organization** | | | | | | | | | | | |
| **TOTAL** 128 possible points | | | | | | | | | | | |

**2** Meets Expectations 128 - 115    **1** Moving Toward Expected 114 - 102    **0** Unacceptable  Below 102