

## COE Philosophical/Pedagogical Statement Rubric for Phase 3 & 4 Portfolios

Student: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Phase 3 \_\_\_\_\_ Phase 4

<b>Areas Assessed</b>	<b>Advanced Complete and outstanding demonstration; exceeds level expected  4</b>	<b>Proficient Complete demonstration; at level expected  3</b>	<b>Basic Somewhat limited demonstration; emerging toward level expected  2</b>	<b>Minimal Limited or inconsistent demonstration; inability to meet level of expectation  1</b>	<b>Undocumented Undocumented demonstration of competence  0</b>	<b>Score</b>
<b>Value and Elaboration on Assessment Categories</b>	Demonstrates a thorough understanding of all of the assessment categories; provides extensive, detailed, and accurate explanation that these categories are valued in their teaching	Demonstrates an adequate understanding of all of the assessment categories; provides ample and accurate elaboration of how these categories are valued in their teaching	Demonstrates a somewhat limited understanding of some of the assessment categories; provides meager or limited elaboration with few details on how these categories are valued in their teaching	Demonstrates a limited or inconsistent understanding of assessment categories; very limited elaboration and specificity about how these categories are valued in their teaching	No evidence of understanding of assessment categories is provided; ideas are not ever elaborated upon; no statement provided on the value of these categories in their teaching	Score =
<b>Literature &amp; Experiential Support</b>	Supports statements based on outstanding literature references and many relevant experiences	Provides credible literature references and some relevant experiences	Provides only basic literature references and few correlated experiences	Provides minimal literature references and totally unrelated experiences	No literature references or experiences are related	Score=
<b>Development &amp; Fluency Of Writing</b>	Produces very clear and highly effectively statement and creates a product that is well developed and fluently written.	Effectively communicates; follows a discernable plan; execution may be weakened by lack of transitions or digressions; only occasional structural, grammatical, or mechanical errors which do not influence readability	Statement is somewhat clear with a plan that is partly evident but inconsistently followed; some structural, grammatical, or mechanical errors which only minimally interfere with readability.	Written statement is unclear and difficult to understand with multiple incidences of structural, grammatical, and mechanical errors.	Written communication is ineffective or flawed with multiple errors that seriously detract from readability.	Score=  Sum=  Average =