

Portfolio Stage: Admission to Student Teaching
Artifact Evaluation Rubric
Wisconsin Educator Standard 9

Student _____ Semester/Year _____

Wisconsin Educator Standard #9: Able to evaluate themselves - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. **COEHS— Lifelong Learner, Reflective Professional**

	1	2	3	4	5
	Minimal Student has demonstrated marginal skills	Emergent Student has demonstrated inconsistent skills and further work is needed	Progressing Student has demonstrated some skills consistently, but is not yet proficient	Proficient Student has demonstrated competence expected of a beginning teacher	Advanced Student has demonstrated superior performance indicative of an exemplary teacher
A	The teacher candidate: *does not explain an understanding of the WTS standards and dispositions.	The teacher candidate: *does not clearly understand or incorrectly explains an understanding of the WTS standards and dispositions.	The teacher candidate: *is beginning to consistently explain an understanding of the WTS standards and dispositions.	The teacher candidate: *competently explains a progressing understanding of and personal dispositions supporting the WTS standards.	The teacher candidate: *expertly explains a proficient understanding of and personal dispositions supporting the WTS standards.
B	*does not discuss how the artifact relates to the WTS standards.	*does not clearly understand or incorrectly evaluates artifact relationship to the WTS standards.	*shows some skills in evaluating artifact relationship to the WTS standards.	*competently evaluates artifact relationship to the WTS standards.	*is superior in evaluating artifact relationship to the WTS standards.
C	*does not articulate a professional goal or steps toward achieving that goal to improve outcomes for pupils, parents, and professionals in the learning community.	*inconsistently articulates a professional goal or steps toward achieving that goal to improve outcomes for pupils, parents, and professionals in the learning community.	*shows some skill in articulating a professional goal or steps toward achieving that goal to improve outcomes for pupils, parents, and professionals in the learning community.	*capably seeks out opportunities to find and articulate a professional goal or steps toward achieving that goal to improve outcomes for pupils, parents, and professionals in the learning community.	*skillfully seeks out opportunities to find and articulate a professional goal or steps toward achieving that goal to improve outcomes for pupils, parents, and professionals in the learning community.
D	*produces a narrative that is difficult to read because of errors in conventions of writing.	*produces a narrative that contains major errors in the conventions of writing. Inconsistently shows appropriate professional style.	*produces a narrative that contains several errors in the conventions of writing. Shows some skill in professional writing.	*produces a narrative that contains minimal errors in the conventions of writing. Shows competent use of appropriate professional style.	*produces a narrative that is clear, well- organized and free from errors. Shows superior use of appropriate professional style.

Reviewer Feedback:

Rubric Score (round average scores of A, B, C, & D to closest whole number): _____ Date: _____

Portfolio Reviewer's Signature _____
 College of Education and Human Services
 University of Wisconsin Oshkosh – Fall 2010