## Inclusive Early Childhood Education

### Assessment Rubric for Portfolio

**Fall 2015; STT 3**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Philosophy of Education</strong></td>
<td>A well-developed and clearly written philosophy statement that is research-based and reflects the candidates educational beliefs, attitudes and dispositions learned in coursework through the teacher preparation program</td>
<td>A clearly written philosophy statement that is research-based and reflects the candidates educational beliefs, attitudes and dispositions learned in coursework through the teacher preparation program</td>
<td>A poorly developed philosophy statement that is not research-based neither does it reflects the candidates educational beliefs, attitudes and dispositions</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>67%</td>
<td></td>
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<tr>
<td><strong>The Professional as Reflective</strong></td>
<td>Contains substantial and clear evidence that demonstrates professional reflection; multiple relevant and varied examples provided</td>
<td>Contains some evidence that demonstrates professional reflection; some relevant and varied examples provided</td>
<td>Insufficient evidence that demonstrates professional growth and reflection; little or no examples provided</td>
</tr>
<tr>
<td></td>
<td>33.33%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td><strong>The Professional as Enabler of Student Learning</strong></td>
<td>Very strong connection between documentation and examples that demonstrates behaviors of an enabler of student learning; multiple relevant and varied examples provided</td>
<td>Connection between documentation and examples that demonstrate behaviors of an enabler of student learning; some relevant examples provided</td>
<td>Vague connection between documentation and examples that demonstrate behaviors of an enabler of student learning; examples provided are irrelevant</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Professional</strong></td>
<td>Compelling evidence</td>
<td>Evidence that serves to</td>
<td>Inadequate or little</td>
</tr>
<tr>
<td>Indicator</td>
<td>Proficient</td>
<td>Developing</td>
<td>Unacceptable</td>
</tr>
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<td>---------------------------------</td>
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<tr>
<td>as Active Learner</td>
<td>that demonstrates candidate’s competence as an active learner; Multiple relevant and varied examples provided 33%</td>
<td>demonstrate candidate’s competence as an active learner; some relevant and varied examples provided 67%</td>
<td>evidence that serves to demonstrate candidate’s competence as an active learner; examples are irrelevant</td>
</tr>
<tr>
<td>The Professional as Leader</td>
<td>Compelling evidence that demonstrates candidate’s caring dispositions toward all students; Multiple relevant and varied examples provided 67%</td>
<td>Some evidence that demonstrates candidate’s caring dispositions toward all students; Some relevant and varied examples provided 33%</td>
<td>No evidence that demonstrates candidate’s caring dispositions toward all students; few and irrelevant examples provided</td>
</tr>
<tr>
<td>Overall Presentation of Portfolio</td>
<td>Visually appealing and well organized and packaged document; categories clearly evident and easily accessible; a clear and thorough reflective narrative for each area that shows growth and emergent teaching practice through careful analysis and interpretation of actions. 33%</td>
<td>Visually appealing and well organized and packaged document; categories evident and accessible; a clear and reflective narrative for each area that shows some growth. 67%</td>
<td>No visual appeal; lack of organization; contents not easily accessible; poorly developed reflective statements provided.</td>
</tr>
</tbody>
</table>