

*Milestone II Professional Education Portfolio Rubric

by APSU Admin

Assessment

Standards

- TN-APSU-PES.1** Professional Growth and Development - Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.
- TN-APSU-PES.2** Knowledge of Instruction - Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.
- TN-APSU-PES.3** Knowledge of Assessment and Evaluation - Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.
- TN-APSU-PES.4** Knowledge of Students - Candidates understand the diverse needs of students and that students differ in their approaches to learning. They can create learning opportunities that meet the needs of all students. They support students' intellectual, social, and personal development.
- TN-APSU-PES.5** Knowledge of Classroom Management - Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- TN-APSU-PES.6** Knowledge of Technology - Candidates promote the equitable, ethical, and legal use of technology resources and use technology and technology based resources to facilitate developmentally appropriate student learning and to enhance their professional growth and productivity.
- TN-APSU-PES.7** Knowledge of Content - Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Rubric

Exceeds - Exceptional - Wow! (4 pts)	Meets - OK, fine, but not exceptional (3 pts)	Developing (2 pts)	Unacceptable - Not passing quality (1 pt)	Unavailable - Missing
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Standard 1a - Quality of Artifact (1, 11%) TN-APSU-PES.1	The artifact(s) provide more than the required evidence that candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who use reflections to grow professionally, and who communicate well with others.	The artifact(s) provide the required evidence that candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who use reflections to grow professionally, and who communicate well with others.	The artifact(s) provide minimal evidence that candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who use reflections to grow professionally, and who communicate well with others.	The artifacts are unacceptable.	There are no artifacts.
Standard 1b- Alignment with Standard (1, 11%) TN-APSU-PES.1	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 1c - Writing/spelling Conventions (1, 11%) TN-APSU-PES.1	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is written in standard English with many grammatical and/or spelling errors.	The supporting statement is written in non-standard English with excessive grammatical and/or spelling errors.	There is no supporting statement.
Standard 1d Overall standard score TN-APSU-PES.1	The candidate included more than the required artifacts and fully and clearly described their alignment with the standard.	The candidate included the required artifacts and adequately described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with the standard.	There are no artifacts or supporting explanations available.

Standard 2a - Quality of Artifact (1, 11%) TN-APSU-PES.2	The artifact(s) provide more than the required evidence that candidates plan instruction based upon knowledge of students, community, and curriculum goals and use a variety of instructional strategies to encourage higher level thinking.	The artifact(s) provide the required evidence that candidates plan instruction based upon knowledge of students, community, and curriculum goals and use a variety of instructional strategies to encourage higher level thinking.	The artifact(s) provide minimal evidence that candidates plan instruction based upon knowledge of students, community, and curriculum goals and use a variety of instructional strategies to encourage higher level thinking.	The artifact(s) are unacceptable.	There are no artifacts.
Standard 2b - Alignment with Standard (1, 11%) TN-APSU-PES.2	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 2c - Writing/Spelling Conventions (1, 11%) TN-APSU-PES.2	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is written in standard English with many grammatical and/or spelling errors.	The supporting statement provides a limited rationale for the selection of the artifact(s).	There is no supporting statement.
Standard 2d - Overall standard score TN-APSU-PES.2	The candidate included more than the required artifacts and fully and clearly described their alignment with the standard.	The candidate included the required artifacts and adequately described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with the standard.	There are no artifacts or supporting explanations available.

Standard 3a - Quality of Artifact (1, 11%) TN-APSU-PES.3	The artifact(s) provide more than the required evidence that candidates can understand and use formal assessment strategies to evaluate the effectiveness of instruction and ensure the intellectual, social, and physical development of the learner.	The artifact(s) provide the required evidence that candidates adequately understand and use formal assessment strategies to evaluate the effectiveness of instruction and ensure the intellectual, social, and physical development of the learner.	The artifact(s) provide the required evidence and indicate that candidates minimally understand and use formal assessment strategies to evaluate the effectiveness of instruction and ensure the intellectual, social, and physical development of the learner.	The artifacts are unacceptable.	There are no artifacts.
Standard 3b- Alignment with Standard (1, 11%) TN-APSU-PES.3	The supporting statement clearly explains how the artifact(s) align with the standard.	The supporting statement adequately explains how the artifact(s) align with the standard.	The supporting statement minimally explains how the artifact(s) align with the standard.	There is an unacceptable supporting statement explaining how the artifact(s) align with the standards.	There is no supporting statement.
Standard 3c - Writing/spelling Conventions (1, 11%) TN-APSU-PES.3	The supporting statement is clearly written in scholarly language with no grammatical or spelling errors.	The supporting statement is clearly written in standard language with few grammatical or spelling errors.	The supporting statement is written in standard English with many grammatical and/or spelling errors.	The supporting statement is written in non-standard English with excessive grammatical and/or spelling errors.	There is no supporting statement.
Standard 3d - Overall standard score TN-APSU-PES.3	The candidate included more than the required artifacts and fully and clearly described their alignment with the standard.	The candidate included the required artifacts and adequately described their alignment with the standard.	The candidate included the required artifacts and minimally described their alignment with the standard.	The candidate failed to include all the required artifacts or poorly described the artifacts' alignment with the standard.	There are no artifacts or supporting explanations available.

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