**Student Intern - Portfolio Final Scoring Sheet**

Student: **Carly Hinni**

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| **Semester:** | F2013 |
| **Evaluator Name:** | Getz, Lou Ann |

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| **Entry Description** | **Score** | **Total Points Possible** |
| **Entry 1: Biographical Data** |  |  |
| **Rubric:** |  |  |
| Knowledge of historical/social/political influences on learning and teaching | 2 | **2** |
| Belief and vision for effectively teaching ALL students | 2 | **2** |
| Belief in the inherent dignity of all/respect for customs and befiefs of diverse groups | 2 | **2** |
| Advocacy for students and families | 2 | **2** |
| **Total Score for Entry 1:** | **8** | **8** |
| **Entry 2: Contextual Information** |  |  |
| **Checklist Items:** |  |  |
| Students' socio-economic, gender, and ethnic/cultural make-up | 1 | **1** |
| Students' laguage proficiency needs | 1 | **1** |
| Students' academic performance levels | 1 | **1** |
| Students with special needs/at risk students | 1 | **1** |
| Students with military connections | 1 | **1** |
| **Rubric:** |  |  |
| Knowledge of appropriate adaptations | 2 | **2** |
| Knowledge ALL of students | 2 | **2** |
| Knowledege of FOCUS students | 2 | **2** |
| Knowledge of environmental factors | 2 | **2** |
| Flexibility and responsiveness | 2 | **2** |
| **Total Score for Entry 2:** | **15** | **15** |
| **Entry 3, Part 1: Learning Goals and Objectives** |  |  |
| **Checklist Items:** |  |  |
| Clearly stated and measurable | 1 | **1** |
| Focused on student learning | 1 | **1** |
| Developmentally appropriate | 1 | **1** |
| **Rubric:** |  |  |
| Alignment of learning goals & objectives | 2 | **2** |
| High expectations | 2 | **2** |
| Significance of learning goals & objectives | 2 | **2** |
| **Entry 3, Part 2: Instructional Design** |  |  |
| **Checklist Items:** |  |  |
| Is aligned with unit goals and objectives as stated in Entry 3, Part 1 | 1 | **1** |
| Design is progressively sequenced | 1 | **1** |
| **Rubric:** |  |  |
| Multiple learning strategies | 2 | **2** |
| Meeting needs of all students | 2 | **2** |
| Active inquiry, learner centered, and meaningful student engagement | 2 | **2** |
| Integration of technology | 2 | **2** |
| Integration of reading strategies | 2 | **2** |
| Integration of critical thinking strategies | 2 | **2** |
| Integration across and within content fields | 2 | **2** |
| Use of community resources | 2 | **2** |
| **Entry 3, Part 3: Analysis of Assessment Procedures** |  |  |
| **Checklist Items:** |  |  |
| Presents pre-assessment/diagnostic data in a table or chart | 1 | **1** |
| Presents formative data in a table or chart | 1 | **1** |
| Report formative data to students | 1 | **1** |
| Presents summative data in a table or chart | 1 | **1** |
| List level of student achievement | 1 | **1** |
| Lists percentages of students who achieved unit objectives (overall results) | 1 | **1** |
| Provide evidence of disaggregation of data based on 2 subgroups | 1 | **1** |
| Provide evidence of disaggregation of data based on focus students A and B | 1 | **1** |
| **Rubric:** |  |  |
| Pre-assessment/diagnostic used in planning | 2 | **2** |
| Formative assessment used in planning | 2 | **2** |
| Summative assessment used in planning | 2 | **2** |
| Multiple formats for assessment | 2 | **2** |
| Alignment of objectives and assessment | 2 | **2** |
| Assessment criteria | 2 | **2** |
| **Entry 3, Part 4: Self-Evaluation of the Instructional Unit** |  |  |
| Effects of decisions on student learning | 2 | **2** |
| Effects of decisions on instruction and assessment | 2 | **2** |
| Communication with students, families, and education personnel | 2 | **2** |
| Information from school improvement process | 2 | **2** |
| Implications for future teaching of unit | 2 | **2** |
| Implications for professional development & continuous learning | 2 | **2** |
| **Total Score for Entry 3:** | **59** | **59** |
| **Entry 4: Analysis of Classroom Learning Environment** |  |  |
| **Checklist Items:** |  |  |
| Individual and group motivation | 2 | **2** |
| **Rubric:** |  |  |
| Environment of respect and rapport | 2 | **2** |
| Culture for learning | 2 | **2** |
| Appropriate student behavior | 2 | **2** |
| Classrooom management | 2 | **2** |
| Physical environment | 2 | **2** |
| **Total Score for Entry 4:** | **12** | **12** |
| **Entry 5: Formal Observations** |  |  |
| **Checklist Items:** |  |  |
| Five instructional plans | 1 | **1** |
| Five reflections on a single lesson | 1 | **1** |
| Evidence/feedback forms | 1 | **1** |
| Professional progress forms | 1 | **1** |
| Evidence that contextual information is used in instructional decisions | 1 | **1** |
| **Rubric:** |  |  |
| Multiple instructional strategies | 2 | **2** |
| Effective verbal & non-verbal communication | 2 | **2** |
| Fosters active inquiry | 2 | **2** |
| Supportive classroom interactions | 2 | **2** |
| **Total Score for Entry 5:** | **13** | **13** |
| **Entry 6: Professional Logs** |  |  |
| Professional log reflections | 2 | **2** |
| Communication with families, communities, and educational personnel | 2 | **2** |
| Participation in the school improvement process | 2 | **2** |
| **Total Score for Entry 6:** | **6** | **6** |
|  |  |  |
| **TOTAL SCORE:** | **113** | **113** |

**Additional Comments**

WOW! Great Job. Good luck in your teaching career.