

Kansas State University Student Intern Portfolio - Scoring Sheet

Name: _____

School: _____

Grade Level _____

Cooperating Teacher: _____

Content Area _____

Portfolio Score _____/113 points

Cut-off score: 90.4 points = 80%

Entry 1: Biographical Data	Entry 2: Contextual Information	Entry 3, Part 1: Learning Goals and Objectives
	<p>Checklist Items:</p> <p>Students' socio-economic, gender, and ethnic/cultural make-up _____/1</p> <p>Students' language proficiency needs _____/1</p> <p>Students' academic performance levels _____/1</p> <p>Students with special needs/at risk students _____/1</p> <p>Students with military connections _____/1</p> <p>Total Checklist Score (4 points possible) _____/5</p> <p>Rubric</p> <p>Knowledge of appropriate adaptations _____/2</p> <p>Knowledge ALL of students _____/2</p> <p>Knowledge of FOCUS students _____/2</p> <p>Knowledge of environmental factors _____/2</p> <p>Flexibility and Responsiveness _____/2</p> <p>Total Rubric Score (10 possible points) _____/10</p>	<p>Checklist Items: Must earn all bolded points</p> <p>Clearly stated and measurable _____/1</p> <p>Focused on student learning _____/1</p> <p>Developmentally appropriate _____/1</p> <p>Total Checklist Score (3 points possible) _____/3</p> <p>Rubric: Must earn all bolded points for licensure</p> <p>Alignment of learning goals & objectives _____/2</p> <p>High expectations _____/2</p> <p>Significance of learning goals & objectives _____/2</p> <p>Total Rubric Score (6 possible points) _____/6</p>
<p>Rubric</p> <p>Knowledge of historical/social/political influences on learning and teaching. _____/2</p> <p>Belief and vision for effectively teaching ALL students. _____/2</p> <p>Belief in the inherent dignity of all/respect for customs and beliefs of diverse groups. _____/2</p> <p>Advocacy for students and families. _____/2</p> <p>Total Rubric Score (8 possible points) _____/8</p>	<p>Total Score for Entry 1 _____/8</p>	<p>Total Score for Entry 3, Part 1 _____/9</p>
Total Score for Entry 1 _____/8	Total Score for Entry 2 _____/15	Total Score for Entry 3, Part 1 _____/9

Entry 3, Part 2: Instructional Design	Entry 3, Part 3: Analysis of Assessment Procedures	Entry 3, Part 4: Self-Evaluation of the Instructional Unit
<p>Checklist Items: Must earn all bolded points for licensure</p> <p>Is Aligned with Unit Goals and Objectives as Stated in Entry 3, Part 1 _____/1</p> <p>Design is progressively sequenced _____/1</p> <p>Total Checklist Score (2 points possible) _____/2</p> <p>Rubric: Must earn all bolded points for licensure</p> <p>Multiple learning strategies _____/2</p> <p>Meeting needs of all students _____/2</p> <p>Active inquiry, learner centered, and meaningful student engagement _____/2</p> <p>Integration of Technology _____/2</p> <p>Integration of Reading Strategies _____/2</p> <p>Integration of Critical Thinking Strategies _____/2</p> <p>Integration Across and within Content Fields _____/2</p> <p>Use of community resources _____/2</p> <p>Total Rubric Score (16 possible points) _____/16</p>	<p>Checklist Items: Must earn all bolded points for licensure</p> <p>Presents Pre-Assessment/Diagnostic data in a table or chart _____/1</p> <p>Presents formative data in a table or chart _____/1</p> <p>Report formative data to students _____/1</p> <p>Presents summative data in a table or chart _____/1</p> <p>List level of student achievement _____/1</p> <p>Lists percentages of students who achieved unit objectives (overall results) _____/1</p> <p>Provide evidence of disaggregation of data based on 2 subgroups _____/1</p> <p>Provide evidence of disaggregation of data based on Focus students A and B _____/1</p> <p>Total Checklist Score (8 points possible) _____/8</p> <p>Rubric</p> <p>Pre-assessment/diagnostic used in planning _____/2</p> <p>Formative assessment used in planning _____/2</p> <p>Summative assessment used in planning _____/2</p> <p>Multiple formats for assessment _____/2</p> <p>Alignment of objectives and assessment _____/2</p> <p>Assessment criteria _____/2</p> <p>Total Rubric Score (12 possible points) _____/12</p>	<p>Rubric: Must earn all bolded points for licensure</p> <p>Effects of decisions on student learning _____/2</p> <p>Effects of decisions on instruction and assessment _____/2</p> <p>Communication with students, families, and education personnel _____/2</p> <p>Information from School Improvement process _____/2</p> <p>Implications for future teaching of unit _____/2</p> <p>Implications for professional development & continuous learning _____/2</p> <p>Total Rubric Score (12 possible points) _____/12</p>
Total Score for Entry 3, Part 2 _____/18	Total Score for Entry 3, Part 3 _____/20	Total Score for Entry 3, Part 4 _____/12

Kansas State University Student Intern Portfolio - Scoring Sheet, cont.

Student Teacher: _____

Entry 4: Analysis of Classroom Learning Environment	Entry 5: Formal Observations	Entry 6: Professional Logs
Checklist Items:	Checklist Items:	
Individual and group motivation _____/2	Five instructional plans _____/1	
	Five reflections on a single lesson _____/1	
	Evidence/feedback forms _____/1	
	Professional progress forms _____/1	
	Evidence that contextual information is used in instructional decisions _____/1	
Total Checklist Score (2 points possible) _____/2	Total Checklist Score (5 points possible) _____/5	
Rubric	Rubric	Rubric
Environment of respect and rapport _____/2	Multiple instructional strategies _____/2	Professional log reflections _____/2
Culture for learning _____/2	Effective verbal & non-verbal communication _____/2	Communication with families, communities, and educational personnel _____/2
Appropriate student behavior _____/2	Fosters active inquiry _____/2	Participation in the school improvement process _____/2
Classroom management _____/2	Supportive classroom interactions _____/2	
Physical environment, including sketch _____/2		
Total Rubric Score (10 possible points) _____10	Total Rubric Score (8 possible points) _____/8	Total Rubric Score (6 possible points) _____6
Total Score for Entry 4 _____/12	Total Score for Entry 5 _____/13	Total Score for Entry 6 _____6

Full Points Earned for Licensure Requirements?

Points Lost Per Entry	Bolded and highlighted gray
Entry 1	Entry 3, Part 1: Earn all checklist points
Entry 2	Earn 2 points on each rubric item
Entry 3.1	Entry 3, Part 2: Earn all checklist points
Entry 3.2	Earn 2 points on each rubric item
Entry 3.3	except Community Resources
Entry 3.4	Entry 3, Part 3: Earn all checklist points
Entry 4	Entry 3, Part 4: Earn all rubric points on these items:
Entry 5	1, 2, 5, 6 (exclude communicating with families, etc.
Entry 6	and info regarding School Improvement)
Total Points Lost	

Scored by: _____

University Content Supervisor