

School of Education University of Alaska Southeast Professional Reading Portfolio Rubric

	Documents/Standards	Does Not Meet 1	Meets 2	Exceeds 3	Score
I. Foundations NCATE/Ira-03 NBPTS (Prop. 1)	<i>Statement of Knowledge and Beliefs About Reading</i> <i>Abstract</i> <i>Program example</i>				
(Goals 1.1-1.2) SOE (Goal 1, 4)	1.1 The candidate demonstrates knowledge of psychological, sociological, and linguistic foundations of reading and writing processes 1.2 The candidate demonstrates knowledge of reading research and histories of reading.	Uses intuitive knowledge located in practice. While candidate may express apt & insightful ideas, they are not linked to relevant foundational knowledge.	Supports her philosophy of literacy education with foundational knowledge; she recognizes historical antecedents to contemporary reading methods and materials.	Compare, contrast and critique seminal reading theories in the foundational areas that have impacted her teaching. She can recount historical developments in the history of reading.	
NCATE/IRA-03 (Goal 1.3A) SOE (Goals 1, 2)	1.3A. Demonstrates knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.	Describes when students are meeting developmental benchmarks; the candidate knows when to consult other professionals for guidance.	Identifies, explains, compares, and contrasts the theories and research in the areas of language development and learning to read.	Articulates developmental aspects of oral language and its relationship to reading and writing.	
NCATE/IRA-03 (Goal 1.3B) SOE (Goals 1, 3)	1.3B. Demonstrates knowledge of variations related to cultural and linguistic diversity	The candidate knows when to consult other professionals for guidance.	Able to adapt understandings of theories and research to variety of appropriate & demanding contexts.	Able to relate theories to practice in novel, diverse & difficult contexts.	

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NCATE/IRA-03 (Goal 1.4) SOE (Goal 1, 4)	1.4 Demonstrates knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	Explains how the reading components are integrated during fluent reading. The candidate articulates the research that grounds her practice. She identifies students' strengths and weaknesses in relation to the various components.	Candidate determines if students are appropriately integrating reading components in fluent reading.	Candidate determines if students are appropriately integrating the components in fluent reading. She may make changes in her practice based upon her findings.	
II. Instruction, Assessment, Curriculum & Environment: NCATE/IRA-03 (Goals 2.1-3.4) NBPTS (Prop. 3)	<i>Statement of Instruction, Assessment, Curriculum & Environment Abstracts Program Examples</i>				
IIA. Literate Environment NCATE/IRA-03 (Goal 4.1) SOE (Goal 6)	4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.	Collects information about children's interests, reading abilities, and backgrounds and uses this information when planning instruction. She selects materials and helps students select materials that match their	Assists teacher and/or paraprofessionals in selecting materials that match the reading levels, interests, and cultural and linguistic background of student.	Assists teachers and/or paraprofessionals in selecting materials that match the reading levels, interests, and cultural and linguistic background of student.	

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		reading levels, interests, and cultural and linguistic backgrounds. She can use technology to gather and to use this information in instructional planning. She can articulate the research base that grounds her practice.		Demonstrates instructional plans based on students' interests and cultural or linguistic backgrounds.	
NCATE/IRA-03 (Goal 4.2) SOE (Goal 6) (Goal 2) (Goal 3)	4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Selects books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. The candidate can articulate the research that grounds practice.	Assists teachers in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	Assists teachers in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. Draw upon the professional literature and collaboration with colleagues to stay current.	
NCATE/IRA-03 (Goal 4.3) SOE (Goals 6, 5)	4.3 Model reading and writing enthusiastically as valued lifelong activities.	Models and shares the use of reading and writing for real purposes	Demonstrates and models reading and writing for real purposes in daily	Demonstrates and models reading and writing for real	

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		in daily life. She can articulate the research that supports modeling think-alouds and read-alouds to students.	interactions with students and education professionals. Assists teachers and/or paraprofessionals to model reading and writing as valued lifelong activities.	purposes in daily interactions with students and education professionals. Assists teachers and/or paraprofessionals to model reading and writing as valued lifelong activities. She reflects upon her leadership and documents her learning.	
NCATE/IRA-03 (Goal 4.4) SOE (Goals 6, 5)	4.4 Motivates learners to be lifelong readers	Effectively plans and implements instruction that motivates/engages readers. Uses student interests, and reading levels to select appropriate text. She assists children/students in discovering reading for personal purposes. She can provide an evidence-based rationale for her practice.	Uses methods to effectively revise instructional plans to engage and motivate all students. The candidate may assist teachers in program design.	Uses methods to effectively revise instructional plans to engage and motivate all students. The candidate assists teachers in program design. She demonstrates these techniques and articulates a critical research base that grounds her practice.	

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IIB. Instructional Practices NCATE/IRA-03 (Goal 2.1) SOE (Goals 6, 5)	2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.	Matches instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. Candidate models and scaffolds procedures so that students learn to work effectively. She provides an evidence-based rationale for her selections.	Supports teachers and/or paraprofessionals in their use of instructional grouping options. She may demonstrate options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.	Supports teachers and paraprofessionals in their use of instructional grouping options. She may demonstrate the options and explains the evidence-based rationale for changing configurations to best meet the needs of all students. The candidate revises her thinking based upon new information from practice and/or the professional literature.	
NCATE/IRA-03 (Goal 2.2) SOE (Goal 5) (Goal 2) (Goal 3)	2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Plans for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Selections guided by an evidence-based rationale and accommodate the developmental, cultural,	Supports teachers and/or paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Helps teachers select appropriate options and explains the evidence-base for selecting	Supports teachers and/or paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Helps teachers select appropriate options	

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		and linguistic differences of their students.	practices to best meet the needs of all students.	and explains the evidence-base for selecting practices to best meet the needs of all students. May demonstrate options in their own teaching or use demonstration teaching.	
NCATE/IRA-03 (Goal 2.3) SOE (Goal 5)	2.3 Use a wide range of curriculum materials in effective reading instruction for learning at different stages of reading and writing development and from different cultural and linguistic backgrounds.	Plans for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.	Supports classroom teachers and/or paraprofessionals in the use of a wide range of curriculum materials. The candidate may suggest appropriate options and explains the evidence base for selecting practices to best meet the needs of all students.	Supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. The candidate helps teachers select appropriate options and explains the evidence base for selecting practices to best meet the needs of all students. She demonstrates the options in her own teaching and in demonstration teaching.	

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IIC Assessment, Diagnosis & Evaluation NCATE/IRA-03 (Goal 3.1) SOE (Goal 5)	3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies including technology-based assessment tools.	Selects and administers appropriate formal and informal assessments including technology-based assessments. Candidates understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. She can interpret the results of these tests and assessments.	Compares and contrasts, uses, interprets, and recommends a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. The candidate demonstrates appropriate use of assessments in her practice.	Compares and contrasts, uses, interprets, and recommends a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. The candidate demonstrates appropriate use of assessments in her practice and articulates what makes up an effective assessment plan.	
NCATE/IRA-03 (Goal 3.2) SOE (Goal 5)	3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties	Compares, contrasts, and analyzes information and assessment results to place students along a developmental continuum. The candidate recognizes the variability in reading	Supports teachers in the assessment of individual students. The candidate may suggest how to extend the assessment to further determine proficiencies and difficulties for	Supports teachers in the assessment of individual students. The candidate may suggest how to extend the assessment to further determine proficiencies and	

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		levels across children in the same grade and within a child across different subject areas. The candidate can identify students' proficiencies and difficulties. She recognizes the need to make referrals for appropriate services.	appropriate services.	difficulties for appropriate services. Reflects about how reading levels of a group fit the broader student population.	
NCATE/IRA-03 (Goal 3.3) SOE (Goal 5) (SOE Goal 2) (SOE Goal 3)	3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.	Analyzes, compares, contrasts, and uses assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instructional cycle.	Assists teachers in using assessment to plan instruction for all students. Uses in-depth assessment information to plan individual instruction for struggling readers. She collaborates with other educational professionals to implement appropriate reading instruction for individual students.	Assists the classroom teacher in using assessment to plan instruction for all students. The candidate use in-depth assessment information to plan individual instruction for struggling readers. She collaborates with other educational professionals to implement appropriate reading instruction for individual students.	

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				She may use school wide assessment data to implement and revise school reading programs. Is able to articulate research supporting different perspectives regarding assessment and instruction.	
IID Technology SOE (Goal 9,5,6) ISTE/NETS (Standards 1-3)		Candidate has taken some steps to integrate technology as a tool for learning.	Candidate demonstrates integration of technology to support literacy learning.	Candidate integrates technology skillfully into the literacy curriculum (e.g. telecommunications, computer assisted learning and multimedia).	
III. Professional Behavior/ Development NBPTS (Prop. 5)	<i>Statement of Organization and Management</i> <i>Abstract</i> <i>Program example</i>				
IIIA. Working as partners with parents, families and the community	3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators,	Interprets a student’s reading profile from assessments and communicate the results to the student, parents,	Communicates assessment information to various audiences for both accountability and instructional purposes	Communicate assessment information to various audiences for accountability and	

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NCATE/IRA-03 (Goal 3.4) SOE (Goal 7)	policymakers, policy officials, community, etc.)	caregivers, colleagues, and administrators.		instructional purposes. The candidate reflects on the responses of others to this information.	
IIIB. Professionalism NCATE/IRA (Goal 5.2) SOE (Goal 8) NBPTS (Prop. 4)	5.2 Continue to pursue the development of professional knowledge and dispositions	Identify specific questions related to knowledge, skills, and/or dispositions related to her teaching of reading and writing. The candidate plans specific strategies for finding answers to those questions. She carries out those plans and articulates the answers derived. She indicates knowledge of and is a member of some professional organizations related to reading and writing. She is informed about important professional issues and is an effective advocate with administrators; school	Conducts professional study groups for paraprofessionals and/or teachers. Assists teachers and/or paraprofessionals in identifying, planning, and implementing personal professional development plans.	Reads, compares, and contrasts articles in professional journals and other publications. Participates in professional conferences. Engages in teacher action research to develop knowledge of practice.	

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		boards; and local, state, and federal policymaking bodies.			
NCATE/IRA (Goal 5.3) SOE (Goal 8)	5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.	Actively engages in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. The candidate can articulate the evidence base related to these recommendations. She may conduct action research as part of these collaborations.	Provides positive and constructive feedback on own and other's teaching practices. Assists classroom teachers and/or paraprofessionals as they strive to improve their practice.	Provides positive and constructive feedback on own and other's teaching practices. Assist classroom teachers and/or paraprofessionals as they strive to improve their practice. Draw from the professional literature to expand this reflective dialog.	
NCATE/IRA (Goal 5.4) SOE (Goal 8)	5.4 Participate in, initiate, implement, and evaluate professional development programs.	Participates individually and with colleagues in professional development experiences.	Exhibits leadership skills in professional development. The candidate plans, implements, and evaluates professional development efforts (e.g., at the grade, school, district, or state level). She is cognizant of and	Exhibits leadership skills in professional development. The candidate plans, implements, and evaluates professional development efforts. She can identify, describe and evaluate	

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			can identify and describe the characteristics of sound professional development programs.	professional development programs.	
NCATE/IRA (Goal 5.1) SOE (Goal 8) Note: Use form for evaluation of dispositions for advanced candidates attached.	5.1 Display positive dispositions related to reading and the teaching of reading.	Ensures ethical and caring attitudes in the classroom. The candidate articulates the dispositions of the School of Education.	Articulates the advanced dispositions of the School of Education; discuss connections between teacher dispositions and student achievement.	Articulates the advanced dispositions of the School of Education; discuss connections between teacher dispositions and student achievement.	