

**Exit Portfolio Assessment Rubric – Electronic Portfolio**

<b>Criterion</b>	<b>Proficient (3 Points)</b>	<b>Acceptable (2 Points)</b>	<b>Unacceptable (1 Point)</b>
<b>Conceptualization of Outcome</b>	<p>Candidate has an insightful, comprehensive, and professional understanding of the outcome as demonstrated by:</p> <ul style="list-style-type: none"> <li>• evidence of making connections to the outcome from different perspectives</li> <li>• evidence of ability to translate theoretical knowledge into classroom practices</li> <li>• a presentation of compelling evidence through selected artifacts and written reflections that are relevant to the outcome</li> </ul>	<p>Candidate has a solid understanding, progressing toward a broad and professional understanding, of the outcome as demonstrated by:</p> <ul style="list-style-type: none"> <li>• evidence of viewing the outcome from multiple perspectives</li> <li>• evidence of making connections between theoretical knowledge and classroom experiences</li> <li>• a presentation of evidence through artifacts and written reflections relevant to the outcome</li> </ul>	<p>Candidate has only a weak idea of the scope of the outcome as demonstrated by:</p> <ul style="list-style-type: none"> <li>• no or irrelevant evidence of applying different perspectives or theoretical knowledge</li> <li>• a presentation of limited or irrelevant evidence through artifacts and written reflections</li> </ul>
<b>Communication of Ideas</b>	<p>Candidate can communicate ideas related to the outcome with clarity and purpose as demonstrated by :</p> <ul style="list-style-type: none"> <li>• comprehensive written descriptions of artifacts and reflections on the outcome in a highly organized portfolio</li> <li>• comprehensive oral articulation of understanding of the outcome through the interview dialog</li> <li>• ability to connect the oral with the written components to communicate competence and mastery of the outcome</li> </ul>	<p>Candidate can communicate ideas related to the outcome as demonstrated by:</p> <ul style="list-style-type: none"> <li>• adequately written descriptions of artifacts and reflections on the outcome in an organized portfolio</li> <li>• satisfactory oral articulation of understanding of the outcome through the interview dialog</li> <li>• a developing ability to connect the oral with the written components to communicate competence of the outcome</li> </ul>	<p>Candidate has difficulty communicating about the outcome as demonstrated by:</p> <ul style="list-style-type: none"> <li>• poorly written descriptions of artifacts and reflections on the outcome in a portfolio that may be disorganized</li> <li>• poor oral articulation of understanding of the outcome through the interview dialog</li> <li>* no or poor ability to connect the oral with the written components to communicate competence of the outcome</li> </ul>
<b>Impact on Student Learning</b>	<p>Candidate had a positive impact on student learning and development as demonstrated by:</p> <ul style="list-style-type: none"> <li>• samples of student performances that are visually portrayed, summarized, and captured in an imaginative fashion</li> <li>• evidence of student performance data that reveal students have benefited from candidate's competence and that are related to student outcomes being measured</li> </ul>	<p>Candidate had an impact on student learning and development as demonstrated by:</p> <ul style="list-style-type: none"> <li>• samples of student performances that are adequately captured</li> <li>• evidence of student performance data that reveal students have at least minimally benefited from candidate's competence and that are related to student outcomes being measured</li> </ul>	<p>Candidate had little or no impact on student learning and development as demonstrated by:</p> <ul style="list-style-type: none"> <li>• no, few, and/or irrelevant samples of student performances</li> <li>• lack of evidence of student performance data that reveal students have at least minimally benefited from candidate's competence and that are related to student outcomes being measured</li> </ul>