

## Initial Licensure Portfolio Scoring Rubric

Rubric is aligned with CAEP Initial Licensure Standards (2022), InTASC Model Core Teaching Standards 1.0 (2013), and VDOE Performance Standards for Teachers (2021). 1

	Component (National & State Standard)	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Developing (Needs Improvement) 2</b>	<b>Unsatisfactory 1</b>
	<b>Evaluation of Data Collection Assignment</b>				
1	<b>Data Collection Assignment Components</b> (CAEP R1.3, InTASC 6, VDOE 4, 8)	The data collection assignment includes organized information appropriate to the assignment. Each part of the assignment is exceptionally detailed, and supporting evidence (student work samples) is included.	The data collection assignment is organized. Each part of the assignment is detailed, and supporting evidence (student work samples) is included.	The data collection assignment includes organized ideas, although the assignment parts are either not completed or are missing specific components of the data collection process.	The data collection assignment lacks organized ideas. The assignment is not complete or lacks specific components and work samples for the data collection process.
2	<b>Organization Development &amp; Supporting Details for the data Collection Assignment</b> (CAEP R1.3, InTASC 6, VDOE 4)	The data collection assignment demonstrates exceptional critical thinking skills and includes well-chosen, effective supporting information. This evidence is organized and aligns with work samples submitted from the data collection process.	The data collection assignment includes useful supporting information. This evidence is organized and presented along with the works samples from the data collection process.	The data collection assignment is complete but lacks detail in the content presented. Work samples related to the data collection process are lacking or missing.	The data collection assignment is either not complete or lacks detail in the content presented. Work samples are not present.
3	<b>Formatting of Data Collection Assignment</b> (CAEP R1.4, InTASC 9, VDOE 7)	The data collection assignment is completed using the appropriate format, and professionalism is demonstrated throughout the assignment.	The data collection assignment is complete using the appropriate format. The content presented demonstrates professionalism.	The data collection assignment is complete but lacks attention to detail within the content presented.	The data collection assignment is not complete or significantly lacks attention to detail within the content presented.
4	<b>Writing Style of Data Collection Assignment</b> (RU Quality Enhancement Plan)	The data collection assignment conveys an effective, distinct author's voice. The data collection assignment demonstrates a polished and effective writing style most appropriate for the audience and topic.	The data collection assignment conveys an effective, distinct author's voice. The data collection assignment demonstrates an effective writing style for the topic presented.	The data collection assignment lacks an effective writing style for the topic presented.	The data collection assignment lacks a writing style associated with the topic, or the assignment was not written completed.

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5	<b>Mechanics of Data Collection Assignment</b> (RU Quality Enhancement Plan)	The data collection assignment is free of errors in the convention of the English language and does not contain any grammatical errors throughout the writing.	The data collection is mostly free of errors in the convention of the English language, with few grammatical errors throughout the writing.	The data collection assignment has numerous errors in the convention of the English language, with several grammatical errors throughout the writing.	The data collection assignment has numerous errors in the convention of the English language, with many grammatical errors throughout the writing.
<b>Evaluation of Lesson Plan Collection Assignment</b>					
6	<b>Content Knowledge</b> (CAEP 1.1, 1.2; InTASC 4,5,7, VDOE 1)	Plans demonstrated accurate knowledge and skills for the subject and age group, incorporated innovative learning experiences that are appropriate for curriculum goals and content standards, and that stimulate learning. Engaged learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Plans demonstrated accurate knowledge and skills for the subject and age group, included learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. Required critical, creativity, or problem-solving. Used real-world scenarios.	Plans have minor misalignments in knowledge and skills for the subject and age group. The plan missed opportunities for critical thinking or real-world applications but was overall satisfactory.	Knowledge and skills were inaccurate or not appropriate for the subject and age group. The lesson focused on lower-level thinking skills.
7	<b>Lesson Alignment</b> (CAEP 1.2, 1.3; InTASC 5,7; VDOE 2)	Lesson content and activities were aligned to SOLs and learning objectives <i>using an interdisciplinary approach</i> . Used excellent sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. Planned time realistically for lesson progression, pacing, and transitions to ensure content mastery.	Lesson content and activities were aligned to SOLs and learning objectives. Used appropriate sequencing of learning experiences and provided multiple ways to demonstrate knowledge and skill. Planned time realistically for lesson progression, pacing, and transitions to ensure content mastery.	Lesson content and activities were mostly aligned to SOLs and objectives. Minor adjustments needed in sequencing or lessons needed to provide more ways for students to demonstrate knowledge and skills. The plans need minor revisions to ensure content mastery.	Lesson content and activities misaligned to SOLs and learning objectives. Gaps in instruction were evident. The lessons are not likely to lead to content mastery.

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8	<b>Student Engagement &amp; Learning</b> (CAEP R1.1, InTASC 1, 2, 5, 8; VDOE 3, 6)	The plan included innovative strategies for active learning, differentiated and culturally-responsive instruction, reinforcement of learning goals. Impressive use of student-centered technology for learning. Systematically adjusts plans to meet each student's learning needs and enhance learning.	The plan included instructional strategies for active learning, differentiated and culturally-responsive instruction, reinforcement of learning goals, and the use of student-centered technology. Adjusts plans to meet learning needs.	The plan was minimally-lacking in instructional strategies needed for proficiency, differentiation of instruction, or reinforcement of learning goals. Use of technology was teacher-centered or minimal.	Selected strategies are unlikely , or too few, to engage students toward reinforcement of learning goals. No use of technology.
9	<b>Assessment</b> (CAEP R1.1, R1.3; InTASC 1,2,6; VDOE 4)	The plans provided evidence that the teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. Plans substantially address how the teacher will give constructive and frequent student feedback. Excellent description of assessments used to measure the stated learning outcomes.	The lessons included the use of formative and summative assessments. Lessons addressed how the teacher will give constructive and frequent student feedback. Adequate description assessments that measure the stated learning outcomes.	Each lesson included an assessment and indicated how the teacher provided student feedback. The assessment(s) may not fully-measure the stated learning outcomes.	The lesson plans lacked an assessment description or provided no indication of teacher feedback to students during the lessons. Or, the assessments lacked alignment with the stated objective(s).
10	<b>Classroom Management</b> (CAEP R1.1; InTASC 1,2,3; VDOE 5)	The plans included varied management strategies to ensure a positive learning environment - giving focused attention to students' movement, groupings, and diverse needs. Expectations and procedures were clear and concise. Strategies are likely to yield an affirmative environment conducive to learning.	The lessons included management strategies to ensure a positive learning environment - giving attention to students' movement, groupings, and diverse needs. Expectations and procedures were outlined and foster a positive learning environment.	The lessons partially indicated how the teacher manages learners to ensure a positive learning environment —left the professor with a few questions. Or, outlined expectations and procedures require minor adjustments to foster a positive learning environment.	The plan provided no evidence of specific classroom management strategies. Expectations and procedures were unclear or unlikely to foster a positive learning environment.

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11	<b>Lesson Detail &amp; Design</b> (CAEP R1.3, R1.4; InTASC 7,10; VDOE 2)	The plans were comprehensive and provided ample yet concise detail. Excellent use of lesson planning components for effective instruction. Lesson progressions are meticulous and will likely lead to high-level learning outcomes. The plan was neatly formatted and used excellent grammar, spelling, etc.	The plan provided adequate detail so that another teacher could follow each plan. Included all necessary lesson components. Lesson progressions are logical and will likely lead to positive learning outcomes. There were 1 or 2 formatting or writing errors.	Lesson components were minimally lacking (e.g., needed more detail, too wordy, omitted a minor component). Left the professor with a few questions. There were 3 or 4 formatting or writing errors.	The plan was missing components, was hard to follow, and left the professor with many unanswered questions. The plan had multiple formatting or writing errors (5+).
12	<b>Reflection (Professional Growth)</b> (CAEP R1.4, InTASC 9, VDOE 6, 7)	The lesson reflections provided excellent insights into classroom issues and events with evidence of synthesizing the experience into a clear plan of action, with short- and long-range goals. Substantially addressed how faith, teaching philosophy, and data influenced planning and decision-making, including the use of adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided ample perceptions of classroom issues and events related to each lesson with evidence of synthesizing the experience into a plan of action. Adequately addressed how faith, teaching philosophy, and data influenced planning and decision-making, including adaptations and accommodations for different learner needs. 1+ page reflection.	The lesson reflections provided some perceptions of classroom issues, events, and personal growth. Made connections with implications for self or students but lacked a plan of action. Omitted discussion of one component (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination was minimally deficient.	The lesson reflection described neutral experiences without personal resonance or impact. The reflection was lacking in depth or scope. Omitted discussion of 2+ components (faith, teaching philosophy, or data) and the influence on planning and decision-making, including adaptations and accommodations for different learner needs. Pagination substantially deficient.

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	<b>Evaluation of Teaching - Video Assignment</b>				
13	<b>Professional Knowledge</b> (CAEP R1.1, R1.2, InTASC 2, 5; VDOE 1,2,3, 6)	During instruction, the teacher explicitly demonstrated an excellent understanding of the curriculum objectives and subject content. The teacher communicated concepts, processes and knowledge in the discipline, in and used vocabulary and academic language that was clear, correct and appropriate for learners. The teacher presented diverse perspectives to engage learners in understanding, questioning, and analyzing ideas.	During instruction, the teacher demonstrated a sound understanding of the curriculum objectives and subject content. The teacher accurately effectively communicated concepts, processes and knowledge in the discipline, and used vocabulary and academic language that was clear, correct and appropriate for learners.	During instruction, the teacher demonstrated minimal understanding of the curriculum objectives and subject content. The teacher made minor missteps in communicating, concepts, processes and knowledge in the discipline, and vocabulary and academic language. The teacher requires Improvement in this area to become proficient.	During instruction, the teacher did not demonstrate an understanding of the curriculum objectives and subject content. The teacher inaccurately communicated concepts, processes and knowledge in the discipline, and used vocabulary and academic language that was unclear, inaccurate, or not appropriate for learners.
14	<b>Instructional Planning used to Guide Instruction</b> (CAEP R1.2, InTASC 5, VDOE 2, 6)	The teacher followed the designated differentiated lesson plan, skillfully adjusting instruction as needed to ensure <i>all</i> students reach the desired learning outcome(s). The lesson was aligned to VA SOLs and school's curriculum. There was a clear learning progression from the prior lesson and to the subsequent lesson.	The teacher follows the designated differentiated lesson plan, including components for effective instruction to meet the needs of <i>all</i> students. The lesson was aligned to the VA SOLs and school's curriculum. There was alignment to the prior and subsequent lessons.	The teacher implemented minimal alignment of the VA SOLs and school's curriculum. The lesson lacked alignment to the prior and subsequent lessons. Student-use of strategies and resources were too few or too narrowly applied to meet the needs of <i>all</i> students.	The teacher did not align the lesson using the VA SOLs and school's curriculum. There was no alignment to prior and subsequent lessons. The lesson lacked effective use of strategies, resources, or data.
15	<b>Instructional Delivery</b> (CAEP R1.2, InTASC 5, VDOE 3)	The teacher varied his/her role in the instructional process in relation to the content and purposes of instruction and the needs of	The teacher varied his/her role in the instructional process in relation to the content and purposes of instruction and the	The teacher minimally varied his/her role in the instructional process. During instruction, the teacher guided students' use of	The teacher did not vary his/her role in the instructional process. During instruction, the teacher did not guide students

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		learners. During instruction, the teacher guided students' use of a variety of strategies and resources, including technology, for learning. The teachers used multiple forms of communication to achieve desired learning goals.	needs of learners. During instruction, the teacher guided students' use of suitable strategies and resources for learning. The teacher communicated clearly throughout the lesson.	limited or ineffective strategies or resources for learning. Communication needed to be more specific.	successfully to use learning strategies or resources. No evidence student learning occurred. Communication was confusing.
16	<b>Assessment of/for Student Learning</b> (CAEP R1.3, InTASC 6, VDOE 4, 6)	The teacher skillfully used high-quality formative or summative assessment strategies to check student understanding. The teacher sought student feedback and provided feedback to students. The teacher continuously monitored student learning, engaged learners in assessing their progress, and adjusted instruction in response to student learning needs. There was clear and compelling evidence that data were used to differentiate instruction to meet all students' needs using a variety of methods and in an exemplary matter (i.e. grouping, remediation, enrichment, culturally-responsive methods).	The teacher used sound formative or summative assessment strategies to check student understanding. The teacher provided feedback to students. The teacher monitored student learning and adjusted instruction in response to student learning needs. There was adequate evidence that data were used to differentiate instruction to meet all students' needs using a variety of methods.	The teacher used minimal formative or summative assessment strategies to check student understanding. The teacher provided little feedback to students. The teacher monitored student learning but failed to adjust instruction in response to student learning needs. There was scant evidence data were used instructional decision-making to meet all students' needs.	The teacher did not use formative or summative assessment strategies to check student understanding. The teacher provided no feedback to students. The teacher did not monitor instruction nor adjust instruction in response to student learning needs. There was no evidence data were used instructional decision-making to meet all students' needs.
17	<b>Learning Environment</b> (CAEP R1.1; InTASC 1,2; VDOE 5)	The teacher involved students in setting and reinforcing expectations for a safe, positive learning environment through collaborative discussion. There was strong evidence of students' respect for others, responsibility for their own	The teacher set and reinforced expectations for a safe, positive learning environment. There was evidence of students' respect for others, responsibility for their own work, and purposeful routines.	The teacher attempted to set expectations for a safe, positive learning environment but did not reinforce the expectations. Students' respect for others and responsibility for their own work was intermittent. Routines were	There was no evidence that the teacher set expectations for a safe, positive learning environment. Students' lacked respect for others and responsibility for their own work. Routines were not

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		work, and purposeful routines. The teacher provided verbal and non-verbal communication in a respectful manner. S/he listened responsively and supportively, respecting learners' cultural backgrounds and differing perspectives. The learning climate included openness, mutual respect, support, and inquiry.	The teacher provided verbal and non-verbal communication in a respectful manner. S/he listened responsively and supportively, respecting learners' cultural backgrounds and differing perspectives.	present yet require adjustment to be effective. The teacher demonstrated verbal and non-verbal communications that were sometimes contradictory or had a less than respectful or responsive quality. Specific improvements in this area would enhance the learning environment.	present or were inadequate to provide needed classroom structure. The teacher often demonstrated a disrespectful or non-responsive quality in verbal and non-verbal communications.