

STANDARDS LEVELS	Theory into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standard Knowledge	Presentation
Distinguished (3)	Articulates the nature of theoretical practice by insightful written reflection and by showing familiarity with and citing numerous, high quality sources from the field of English language arts education. Citations are integral to content of paper/portfolio.	Convincing evidence of a coherent and consistent philosophy of teaching & learning permeates the paper/portfolio. Philosophy of teaching ELA, including a deep understanding of the meaning of curriculum and of models of curriculum development, is clearly stated and grounded in scholarship of the field. Instructional and management practices align closely with stated beliefs.	Consistently demonstrates the ability to identify, frame, and solve problems in the field of teaching and learning ELA. Provides convincing evidence of familiarity with high quality empirical and theoretical literature and methods of conducting research in ELA.	Provides convincing evidence of breadth and depth of knowledge of reading and writing processes, literature, oral and written language, media, and visual texts. Provides convincing evidence of the ability to choose and use a variety of research-based strategies for instruction and assessment.	Multiple sources of evidence demonstrate ability to meet professional teaching standards, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in ELA and the ability to help students meet them.	Communicates distinctively and authoritatively in Standard Written English. APA style is used correctly and consistently, with attention to detail. Paper/portfolio is clearly organized and easy for the reader to follow.
Proficient (2)	Shows sound understanding of how theory relates to practice and expresses that understanding in written reflection. This is evident in citation of at least 15 quality sources from the field of ELA education and the required bibliography. Citations are relevant to content of paper/portfolio.	Evidence of a coherent and consistent philosophy of teaching & learning appears throughout the paper/portfolio. Philosophy of teaching English language arts is clearly stated, including an understanding of the meaning of curriculum and models of curriculum development. Instructional and management practices align with stated beliefs.	Demonstrates ability to identify and study problems in the field of teaching and learning ELA. Provides evidence of the ability to locate and use both empirical and theoretical literature and methods of conducting research in ELA.	Provides evidence of solid knowledge of reading and writing processes, literature, oral and written language, media, and visual texts. Provides evidence of the ability to choose and use research-based strategies for instruction and assessment..	Provides evidence of ability to meet professional teaching standards, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in ELA and the ability to help students meet them.	Communicates effectively in Standard Written English. APA style is used correctly and consistently. Paper/portfolio is organized so that the reader can follow easily.

STANDARDS LEVELS	Theory into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standard Knowledge	Presentation
Marginal (1)	Provides some evidence of understanding that theory and practice are related. Cites fewer than 15 sources from the field of English language arts education and the required bibliography. Reflection is limited or perfunctory	Philosophy of teaching English language arts is mostly implicit. Limited discussion of curriculum and models of curriculum development. Practices may contradict expressed or implied beliefs.	Demonstrates awareness of problems in the field of teaching and learning ELA. Provides limited evidence of the ability to locate and use empirical and theoretical literature.	Provides limited evidence of knowledge of reading and writing processes, literature, oral and written language, media, and visual texts. Provides limited evidence of the ability to choose and use research-based instructional and assessment strategies.	Limited evidence of ability to meet professional teaching standards or the ability to help students meet relevant content and performance standards.	Limited ability to communicate ideas in Standard Written English. Some lapses in correct use of APA style. Lapses in organization impede reader's ability to follow
Unacceptable (0)	Little or no evidence of understanding theory or how it relates to practice. Cites few if any sources.	Evidence of philosophy of teaching & learning must be inferred.	Little or no evidence of awareness of problems in the field of teaching and learning ELA	Provides limited evidence of knowledge of ELA content or pedagogy.	Little or no evidence of knowledge of professional teaching standards or standards for student learning in ELA.	Numerous errors in Standard Written English impede reader's understanding. APA style is not used or used incorrectly. Paper/portfolio is disorganized and difficult for reader to follow.

- **PASS:** Total score ≥ 12 with no score = 0.
- **NO PASS TO PASS:** Total score ≥ 8 and < 12 for NO PASS.
 Revise and resubmit on or before the Friday of the last week in instruction.
 Total score ≥ 12 with no score = 0 for PASS; total score < 12 for FAIL.
- **FAIL:** Total score < 8 FAIL.

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