GCS Alternative Certification Track

Portfolio Rubric

Name:_____

Domains	Not Evident 0 points	Developing 1 point	Proficient 2 points	Distinguished 3 points
Portfolio Structure and Organization	Portfolio is a disorganized collection of documents and may lack visual cues. At least one of the required components is missing.	Portfolio documents are inconsistently organized in some areas. Portfolio contains all required components. Visual cues are unclear and/or teacher assessment is incomplete and/or portfolio may lack neatness.	Portfolio documents are organized into sections with well-defined section tabs. Portfolio contains all required components, including a complete self-assessment. Appearance and/or neatness could be improved in one or more areas.	Portfolio documents are organized into sections with well-defined section tabs. Portfolio contains all required components, including a complete self-assessment. Portfolio and its documents are extremely neat and very professional in appearance.
Artifacts: Standard I—Teacher Leadership	Section includes fewer than four complete quality artifacts, and/or artifacts show evidence of fewer than three elements of Standard I.	Section includes four or more quality artifacts that clearly show evidence of three elements of Standard I.	Section includes four or more quality artifacts that clearly show evidence of four elements of Standard I.	Section includes four or more quality artifacts that clearly show evidence of all five elements of Standard I.
Artifacts: Standard II—Diversity	Section includes fewer than four quality artifacts, and/or artifacts show evidence of fewer than three elements of Standard II.	Section includes four or more quality artifacts that clearly show evidence of three elements of Standard II.	Section includes four or more quality artifacts that clearly show evidence of four elements of Standard II.	Section includes four or more quality artifacts that clearly show evidence of all five elements of Standard II.
Artifacts: Standard III—Content Knowledge	Section includes fewer than four quality artifacts, and/or artifacts show evidence of only one element of Standard III.	Section includes four or more quality artifacts that clearly show evidence of two elements of Standard III.	Section includes four or more quality artifacts that clearly show evidence of three elements of Standard III.	Section includes four or more quality artifacts that clearly show evidence of all four elements of Standard III.
Artifacts: Standard IV—Facilitating Learning	Section includes fewer than four quality artifacts, and/or artifacts show evidence of only one or two elements of Standard IV.	Section includes four or more quality artifacts that clearly show evidence of three or four elements of Standard IV.	Section includes four or more quality artifacts that clearly show evidence of five or six elements of Standard IV.	Section includes four or more quality artifacts that clearly show evidence of seven or eight elements of Standard IV.
Artifacts: Standard V—Reflection	Section includes fewer than four quality artifacts that show evidence of Standard V.	Section includes four or more quality artifacts that clearly show evidence of one elements of Standard V.	Section includes four or more quality artifacts that clearly show evidence of two elements of Standard V.	Section includes four or more quality artifacts that clearly show evidence of all three elements of Standard V.

Note: <u>Quality</u> artifacts must be complete, free of spelling and/or grammatical errors, word-processed, professional in appearance, clearly aligned to the standards / elements, and labeled accordingly.

GCS ACT Portfolio Point TOTAL:	**Points This Side:**

GCS Alternative Certification Track

Portfolio Rubric

Domains	Not Evident 0 points	Developing 1 point	Proficient 2 points	Distinguished 3 points
Reflection: Standard I—Teacher Leadership	Reflection does not adequately address Standard I, OR the reflection lacks sufficient organization and/or development, OR the reflection does not meet length and format requirements, OR the reflection has more than six spelling or grammatical errors.	Reflection includes a weak explanation of professional growth in this area and offers some explanation of how the teacher has addressed Standard I. The reflection may lack organization or development. The reflection meets length and format requirements but has more than three but no more than six spelling or grammatical errors.	Reflection includes satisfactory explanation of professional growth in this area and offers a clear explanation of how, specifically, the teacher has addressed Standard I. The reflection is organized and well-developed, meets length and format requirements, and has fewer than three spelling or grammatical errors.	Reflection includes in-depth explanation of professional growth in this area and offers insightful explanation of how, specifically, the teacher has addressed Standard I. The reflection is organized and well-developed, meets length and format requirements, and is free of spelling and grammatical errors.
Reflection: Standard II—Diversity	Reflection does not adequately address Standard II, OR the reflection lacks sufficient organization and/or development, OR the reflection does not meet length and format requirements, OR the reflection has more than six spelling or grammatical errors	Reflection includes a weak explanation of professional growth in this area and offers some explanation of how the teacher has addressed Standard II. The reflection may lack organization or development. The reflection meets length and format requirements but has more than three but no more than six spelling or grammatical errors.	Reflection includes satisfactory explanation of professional growth in this area and offers a clear explanation of how, specifically, the teacher has addressed Standard II. The reflection is organized and well-developed, meets length and format requirements, and has fewer than three spelling or grammatical errors.	Reflection includes in-depth explanation of professional growth in this area and offers insightful explanation of how, specifically, the teacher has addressed Standard II. The reflection is organized and well-developed, meets length and format requirements, and is free of spelling and grammatical errors.
Reflection: Standard III—Content Knowledge	Reflection does not adequately address Standard III, OR the reflection lacks sufficient organization and/or development, OR the reflection does not meet length and format requirements, OR the reflection has more than six spelling or grammatical errors	Reflection includes a weak explanation of professional growth in this area and offers some explanation of how the teacher has addressed Standard III. The reflection may lack organization or development. The reflection meets length and format requirements but has more than three but no more than six spelling or grammatical errors.	Reflection includes satisfactory explanation of professional growth in this area and offers a clear explanation of how, specifically, the teacher has addressed Standard III. The reflection is organized and well-developed, meets length and format requirements, and has fewer than three spelling or grammatical errors.	Reflection includes in-depth explanation of professional growth in this area and offers insightful explanation of how, specifically, the teacher has addressed Standard III. The reflection is organized and well-developed, meets length and format requirements, and is free of spelling and grammatical errors.
Reflection: Standard IV—Facilitating Learning	Reflection does not adequately address Standard IV, OR the reflection lacks sufficient organization and/or development, OR the reflection does not meet length and format requirements, OR the reflection has more than six spelling or grammatical errors	Reflection includes a weak explanation of professional growth in this area and offers some explanation of how the teacher has addressed Standard IV. The reflection may lack organization or development. The reflection meets length and format requirements but has more than three but no more than six spelling or grammatical errors.	Reflection includes satisfactory explanation of professional growth in this area and offers a clear explanation of how, specifically, the teacher has addressed Standard IV. The reflection is organized and well-developed, meets length and format requirements, and has fewer than three spelling or grammatical errors.	Reflection includes in-depth explanation of professional growth in this area and offers insightful explanation of how, specifically, the teacher has addressed Standard IV. The reflection is organized and well-developed, meets length and format requirements, and is free of spelling and grammatical errors.
Reflection: Standard V—Reflection	Reflection does not adequately address Standard V, OR the reflection lacks sufficient organization and/or development, OR the reflection does not meet length and format requirements, OR the reflection has more than six spelling or grammatical errors	Reflection includes a weak explanation of professional growth in this area and offers some explanation of how the teacher has addressed Standard V. The reflection may lack organization or development. The reflection meets length and format requirements but has more than three but no more than six spelling or grammatical errors.	Reflection includes satisfactory explanation of professional growth in this area and offers a clear explanation of how, specifically, the teacher has addressed Standard V. The reflection is organized and well-developed, meets length and format requirements, and has fewer than three spelling or grammatical errors.	Reflection includes in-depth explanation of professional growth in this area and offers insightful explanation of how, specifically, the teacher has addressed Standard V. The reflection is organized and well-developed, meets length and format requirements, and is free of spelling and grammatical errors.

GCS ACT Portfolio Point TOTAL:

Points This Side: