# West Virginia State University Department of Education

# SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO (SCOPE) ASSESSMENT Evaluation form for the SCOPE Review Meeting and the SCOPE Meeting

Candidate:	Content Specialization:
ID Number: A00	
Education Department Faculty Team Chair:	Content Specialization Team Member:
<b>PART ONE: SCOPE MEETING</b> ( <i>To be completed by the Tear</i> 1. The candidate's e-portfolio contained all section summar	
☐ Yes (all sections present; <i>minor</i> editing or revisio☐ Yes (all sections present; <i>major</i> editing or revisio☐ No (one or more sections missing,)  **Additional Notes:	
2. The candidate's e-portfolio contained all supporting artilink among the commitment, artifacts, and his/her content sp  ☐ Yes (all relevant artifacts present; <i>minor</i> editing of ☐ Yes (all relevant artifacts present; <i>major</i> editing of ☐ No (artifacts from one or more sections of the e-padditional Notes:	or revisions needed) or revisions needed)
3. The candidate is advised to:  ☐ Revise and resubmit the e-portfolio for the Chair' ☐ Revise the discussed changes and revisions and p ☐ Other:	
PART TWO: SCOPE MEETING  1. The candidate's e-portfolio was complete at the time of the  □ Yes (all recommended editing or revisions are refully No (one or more sections missing; lacks the recommendational Notes:	Elected in the e-portfolio)

**Section A: Professional Commitments** (*To be completed by the Team*)

**Assessment of Artifact for Student Learning** 

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Reflection WVPTS 4C, PLO 2	Either no reflection, or shallow reflection, or does not include statement of instructional insight.	Includes reflections on strengths & weaknesses of instruction.	In addition to Emerging, includes reflections on instruction, planning or student behavior as related to best practices.	In addition to Accomplished, includes reflections on instruction, planning or student behavior as related to a specific educational theory.
Data Based Decision WVPTS 1E, 3E, PLO 2	Either no reflection, or shallow reflection, or reflection does not relate to student data, or does not include statement of instructional insight or student need.	Includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data.	Students' needs are identified. Reflective statements refer to student data. Includes reflections on strengths & weaknesses of instruction. Includes data-based instructional decisions justified based on aggregated and analyzed student data.	Exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the student data from multiple data sources and teaching experiences. Reflection & future plans show clear understanding of students' developmental stages and learning needs.
Planning – assessment – delivery WVPTS 1D. PLO 2	Developed a proper lesson plan to include assessment, and taught from the plan.	Taught the planned lesson to K-12 students.	Assessed instruction.	Data Based Decision Making – made an instructional decision based on data.

**Assessment of Artifact for Diversity** 

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Differentiate instruction  WVPTS 2A, 3F, PLO 2	Minimally modify or differentiates instruction.	Modifies or identifies differentiation of instruction for students who have identified disabilities and those who do not (e.g. those with academic difficulties, cultural differences, at risk students, high achieving, ELL, etc.)	Modifies or differentiates instruction for 3 or more types of learners.	Modifies or differentiates instruction for 3 or more types of learners and to include types of modification/ differentiation recognized as effective.
Cultural Competence – documentation of differentiated instruction WVPTS 1B, 2B, PLO 2	No or minimal documentation of differentiated instruction	Documentation shows some accommodations are made for students with atypical learning needs, while most students are taught using the same methods.	Documentation of learning activities reflective of a wide range of pedagogical approaches and accommodations are made for students with atypical learning needs (both high and low achieving).	The teacher uses a variety of strategies to engage all subgroups of students (and reflections show intentional connections made between specific student needs and specific strategies), including exploring new resources and technologies to broaden and deepen student learning.
DBDM – disaggregate data to look at behavior of subgroups WVPTS 2A, 4C, PLO 2	Does not disaggregate	Refers to disaggregated qualitatively without documenting quantitative disaggregation of student data.	Disaggregates student data quantitatively and reflects on the effect of instruction on subgroups of students.	In addition to accomplished, reflects on the next steps to resolve any significant differences in achievement between subgroups.

Assessment of Artifact on Technology

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Technology  WVPTS 1B,  PLO 3	Does not demonstrate knowledge of 21st Century technology use in design of this lesson.	Demonstrates knowledge of 21st Century limited to one type of technology (example PPT), or	Both Teacher and Students are using 21 Century technology.	Both Teacher and Students using 21st Century technology, and integration of technology has merit in terms of improving student achievement.
		limited to teacher use of technology.		
Data Based Decision	Either no reflection, or shallow reflection, or reflection does not relate to student data, or	Includes reflections on strengths & weaknesses of instruction.	Students' needs are identified. Reflective statements refer to student data. Includes reflections on strengths	Exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the student
WVPTS 1E, 3E, PLO 2	does not include statement of instructional insight or student need.	Instructional decisions are made, but not justified based on student data.	& weaknesses of instruction. Includes data-based instructional decisions justified based on aggregated and analyzed student data.	data from multiple data sources and teaching experiences. Reflection & future plans show clear understanding of students' developmental stages and learning needs.

**Assessment of Artifact on Content Knowledge** 

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4	
Addresses National Standards WVPTS 1C, 1D, PLO 1	Based on State and National Standards identified, minimally addresses national standards (does not identify standard addressed or mis-identifies standard addressed)	Identifies both state and national standard addressed.	Identifies state and national standard and aligns it with the lesson objective.	Identifies state and national standard and aligns it from the lesson objective while justifying the use of the particular standard with the particular objective based on knowledge of developmentally appropriate curriculum.	
Content Area Knowledge, in the content area of the non-education interviewer WVPTS 1A, PLO 1	Considering requirements of Teaching methods course, fails to demonstrate factually accurate content knowledge.	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge.	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge and constructs assessments designed to reflect student content knowledge.	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge and in addition is able to analyze student data and see what student content knowledge is strong and what is lacking.	
OVERALL	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4	
Lessons overall	Only one lesson plan for all four commitments	Two lesson plans used to meet four commitments	Three lesson plans used to meet four commitments.	Four or more lesson plans used to meet four commitments.	
Public School Experience	Only one lesson taught in the public schools	Only 2 lessons taught in public schools	Only 3 lessons taught in public schools	Four or more lessons taught in public schools	
11-18 - Unsatisfactory Notes:					

11-18 - Unsatisfactory
19-30 - Emerging
31-42 - Accomplished
43-48 - Distinguished

## **Section B: Commitment to the Profession**

The candidate demonstrated a commitment to the Profession.

Unsatisfactory – 1 Point	Emerging – 4 Point	Accomplished – 6 Points	Distinguished—8 Points
Candidate did not participate in	Participated in professional	Demonstrated some leadership experience	Demonstrated leadership experience in
leadership or professional	development activities in educational	in educational settings. Candidate	educational settings. Candidate maintained
development activities in educational	settings. Attended and reflected upon	maintained active membership in	active membership with a leadership position in
settings. Candidate attended less than	at least 2 professional conferences,	professional organizations; in addition, has	professional organizations; attended and
2 activities not required in the	faculty lecture series, cultural events,	demonstrated leadership potential by	reflected upon 6 or more professional
candidate's program of study.	educational meetings, or participated	attending and reflecting upon at least 4	conferences, faculty lecture series, cultural
	and reflected upon a professional staff	professional conferences, faculty lecture	events, educational meetings, or participated
WVPTS 4A, 5H, PLO 4	development program book study, or	series, cultural events, educational	and reflected upon a professional staff
similar types of activities. These		meetings, or participated and reflected	development program, book study, or similar
activities are not required in the		upon a professional staff development	types of activities. These activities are not
candidate's program of study.		program, book study, or similar types of	required in the candidate's program of study.
	activities. These activities		
	in the candidate's program of study.		

The candidate demonstrated a Continuing Professional Development Plan – Reflection of Growth

Unsatisfactory – 1 Point	Emerging – 4 Point	Accomplished – 6 Points	Distinguished—8 Points
Candidate was unable to reflect and	Candidate demonstrated his/her	Candidate demonstrated his/her ability to	Candidate demonstrated his/her ability to
see growth from the beginning of the	ability to reflect and see growth. The	reflect and see growth at an above mastery	reflect and see growth at an advanced level of
program until now in the following	candidate demonstrates growth over	level of performance. The candidate	performance (well above and beyond
areas: (I) content knowledge, (II)	time from the beginning of the	demonstrates growth over time from the	expectations of a novice teacher). The
professional knowledge, (III)	program until now in 2 of the	beginning of the program until now in 3 of	candidate demonstrates growth over time from
pedagogical knowledge, and (IV)	following areas: (I) content	the following areas including artifacts in	the beginning of the program until now in all of
professional experience.	knowledge, (II) professional	one of the areas (example early lesson plan	the following areas – including artifacts in two
	knowledge, (III) pedagogical	or early philosophy compared to later	of the areas: (I) content knowledge, (II)
<b>WVPTS 4A, 4C, PLO 4</b>	knowledge, and (IV) professional	plans or philosophy): : (I) content	professional knowledge, (III) pedagogical
	experience.	knowledge, (II) professional knowledge,	knowledge, and (IV) professional experience.
		(III) pedagogical knowledge, and (IV)	
		professional experience.	

The candidate demonstrated a Continuing Professional Development Plan – Future Plans (Academic and Professional Goals)

Unsatisfactory – 1 Point	Emerging – 4 Point	Accomplished – 6 Points	Distinguished—8 Points
Candidate was unable to articulate a	Demonstrated and developed a	Demonstrated the ability to articulate a	Demonstrated the ability to articulate a future
professional development plan with	professional development plan. The	future professional development plan that	professional development plan that included
academic and professional goals.	plan was not well defined and/or not	included short term and long range	short term and long range professional goals
	related to the candidate's reflection of	professional goals.	based on reflection of his/her practice and
WVPTS 4C, PLO 4	his/her abilities		geared toward addressing his/her strengths and
			weaknesses.

#### **Section B Total Points**

3 - 11 - Unsatisfactory	Notes:
12-17 Emerging	
18-21 - Accomplished	
22-24 - Distinguished	

# **Section C: Professional Presentation**

Using the following scale, please rate the Candidate on each given dimension. *Please avoid using fractional values (such as 2.5) and select among the options provided.* 

1	Unsatisfactory	Candidate did not meet expectations and must resubmit this portion and present another oral presentation of this section.
2	Emerging	Candidate demonstrated a minimal level of performance below a level expectations of a novice teacher
3	Accomplished	Candidate demonstrated an acceptable level of performance at a level expectation of a novice teacher
4	Distinguished	Candidate demonstrated an advanced level of performance well above and beyond expectations of a novice teacher

	1	2	3	4
1. The candidate linked, in an oral and written format, his/her Professional Mission Statement with the WVSU Conceptual Framework. WVPTS 5A, PLO 4				
2. The candidate linked, in an oral and written format, his/her Philosophy of Education with the WVSU Conceptual Framework. <i>WVPTS 5A, PLO 4</i>				
3. The candidate verbally gave a brief overview of the Professional E-Portfolio.				
4. The candidate used correct <u>standard spoken</u> English during the interview. Foreign language candidates were fluent in their target language. <i>PLO 4</i>				
5. The candidate used correct <u>standard written</u> English in the Professional E-Portfolio. <u>PLO 4</u>				
6. The candidate demonstrated an understanding of the Unit's conceptual framework. <b>WVPTS</b> 5A, PLO 4				
7. The candidate successfully responded to the question asked by the team. <b>WVPTS 4B</b>				
8. Overall, during the SCOPE process the candidate demonstrated Professional Dispositions of a Member of a Profession. <i>WVPTS 5 A-G, PLO 4</i>				
Section-C Total:				

#### Additional Comments:

8 — 15	Unsatisfactory	
16 — 23	Emerging	
24 — 29	Accomplished	
30 — 32	Distinguished	

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(Pending Submission of additional documentation)  Education Department Faculty Team Chair  Content Specialization Team member  Date  Candidate  Date	<del></del>	Print Candidate	s Name	
Content Specialization Team member   Date		Admission to the Senio	r Capstone Phase	
Content Specialization Team member  Candidate  Date  Date  Date  Date  Candidate  Date  Date  Unsatisfactory	☐ Full Admission			☐ Re-Evaluation
Candidate Date  Immary of All Sections (overall):  Section A 64 or Below Unsatisfactory	Education Departn	nent Faculty Team Chair		Date
ummary of All Sections (overall):  Section A				
ummary of All Sections (overall):  Section A	Content Speciali	zation Team member	<del></del> ,	Date
(5 02 Emmin	Са	ndidate		
	ummary of All Sectio	nndidate ns (overall):	Unsatisfactory	
Section C 93 - 111 Accomplished	ummary of All Section Section A	ns (overall):		
Content Section 112 - 128 Distinguished	ummary of All Sectio  Section A  Section B	ns (overall):  64 or Below 65 - 92	Emerging	
Total:	Ummary of All Section  Section A  Section B  Section C	ns (overall):    64 or Below   65 - 92   93 - 111	Emerging Accomplished	

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# **Content Specialization – Scoring**

### Rubric

Evaluation form for the SCOPE Meeting

Directions for calculating the "Content Score" -- the weighted average score from the content fields.

For ea	ach content field, calculat	e the average of the rubric scores:	
1.	Content Field 1	: Sum of all scores =	Number of Scores =
	a. Average for Field	d 1 = Sum of scores ÷ Number of Scores =	
2.	Content Field 2	: Sum of all scores =	Number of Scores =
	a. Average for Field	d 2 = Sum of scores ÷ Number of Scores =	
Then,	calculate the number to	be transferred to "Content Score" area on	a last page of SCOPE evaluation form.
3.	If one content field then	multiply the Average Content Score by 6	and transfer score (in box below) to the "Content Score."
	a. Average for Field	d 1 * 6 =	
4.	If two content fields the "Content Score."	n multiply the average score for each by 3	vana and them and transfer that score (in box below) to the
	a. Average for Field	d 1* 3 = weighted score	e 1 =
	b. Average for Field	d 2 * 3 = weighted scor	re 2 =
	c. Add weighted sc	ore 1 + weighted score 2	=