**Candidate’s Name:** ______________________________________

**West Virginia State University**  
Department of Education  
**SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO (SCOPE) ASSESSMENT**  
Content Specialization – Elementary Education – CAEP Standards  
**EE-CAEP Rubric**  
*Evaluation form for the SCOPE Meeting*

<table>
<thead>
<tr>
<th>EE-CAEP Standard</th>
<th>Distinguished – 8</th>
<th>Accomplished – 6</th>
<th>Emerging – 4</th>
<th>Unsatisfactory - 2</th>
</tr>
</thead>
</table>
| **Standard 1**  
*Understanding & Addressing Each Child’s Developmental & Learning Needs*  
Candidate knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. | Candidate has adequate knowledge of and used several of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. | Candidate has limited knowledge of and used only a few developmental concepts, principles, theories, and research to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. | Candidate does not have knowledge or understanding of how to use of the major concepts, principles, theories, and research in constructing learning opportunities. |
| **Standard 4**  
*Supporting Each Child’s Learning Using Effective Instruction*  
Candidate consistently uses knowledge and understanding of individual and group motivation a behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. | Candidate uses some knowledge of individual and group motivation and provides at least three of the following: Active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. | Candidate shows minimal understanding of individual and group motivation and provides only one of the following: Active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. | Candidate does not show knowledge and understanding of individual and group motivation. |
| Standard 5a | Candidate shows an in-depth knowledge of importance of establishing and maintaining a positive collaborative relationship by creating connections with all of the following: mentors, school colleagues, and other school personnel to promote the intellectual, social, emotional, physical growth and well-being of children. | Candidate **shows knowledge** of establishing and maintaining a positive collaborative relationship by creating connections with **at least two** of the following: families, school colleagues, and agencies in the larger community. | Candidate **shows limited knowledge** of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community. | Candidate **shows no knowledge** of how to establish and maintain positive collaborative relationships with families, school colleagues, and agencies in the larger community. |

**Total Content Score ELEMENTARY __________**

**Signature of Content Professor:** ____________________________ **Date:** ____________________________