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

EE-CAEP Standard Unsatisfactory - 2 Distinguished – 8 Accomplished – 6 Emerging – 4 Standard 1 Candidate knows, Candidate has adequate Candidate has limited Candidate **does not have** understands, and uses the knowledge of and used knowledge or understanding of **Understanding &** knowledge of and used Addressing Each Child's several of the major only a few how to use of the major major concepts, **Developmental &** principles, theories, and concepts, principles, developmental concepts, concepts, principles, theories, and research in constructing Learning Needs research related to theories, and research principles, theories, and development of children related to development of research to construct learning opportunities. and young adolescents to children and young learning opportunities construct learning adolescents to construct that support individual students' development, opportunities that support learning opportunities individual students' that support individual acquisition of knowledge, development, acquisition students' development, and motivation. of knowledge, and acquisition of knowledge, motivation. and motivation. Standard 4 Candidate **consistently** Candidate shows Candidate **does not** show Candidate uses **some** Supporting Each Child's uses knowledge and knowledge of individual minimal understanding knowledge and understanding Learning Using understanding of and group motivation and of individual and group of individual and group Effective Instruction individual and group provides at least three of motivation and provides motivation. motivation a behavior the following: Active only one of the following: among students at the K-6 engagement in learning, Active engagement in self-motivation, and learning, self-motivation, level to foster active engagement in learning, positive social interaction and positive social self-motivation, and and to create supportive interaction and to create positive social interaction learning environments. supportive learning and to create supportive environments. learning environments.

Evaluation form for the SCOPE Meeting

Standard 5a	Candidate shows an in-	Candidate shows	Candidate shows limited	Candidate shows no knowledge
Candidates work	depth knowledge of	knowledge of establishing	knowledge of	of how to establish and maintain
collaboratively with	importance of	and maintaining a positive	establishing and	positive collaborative
colleagues, mentors, &	establishing and	collaborative relationship	maintaining a positive	relationships with families,
other school personnel	maintaining a positive	by creating connections	collaborative relationship	school colleagues, and agencies
to work toward	collaborative relationship	with at least two of the	with families, school	in the larger community.
common goals that	by creating connections	following: families, school	colleagues, and agencies	
directly influence every	with all of the following:	colleagues, and agencies	in the larger community.	
learner's development	mentors, school	in the larger community.		
& growth.	colleagues, and other			
	school personnel to			
	promote the intellectual,			
	social, emotional, physical			
	growth and well-being of			
	children.			

Total Content Score ELEMENTARY ______

Signature of Content Professor:_____ Date:_____ Date:_____