## West Virginia State University Department of Education

## SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO (SCOPE) ASSESSMENT Content Specialization – Reading

## Rubric

Evaluation form for the SCOPE Meeting

|                          | Unsatisfactory – 1             | Emerging - 2                   | Accomplished - 3             | Distinguished - 4                     |
|--------------------------|--------------------------------|--------------------------------|------------------------------|---------------------------------------|
| Knowledge - Lesson Plans | Candidate's artifacts          | Candidate's artifacts          | Candidate's artifacts        | Candidate's artifacts demonstrated    |
| Phonemic awareness       | demonstrated some              | demonstrated knowledge of      | demonstrated knowledge of    | knowledge of the major concepts in    |
| Word identification      | knowledge of the major         | the major concepts in          | the major concepts in        | the reading and provided lesson       |
| Phonics                  | concepts in reading and        | reading and provided lesson    | reading and provided lesson  | plans for five or more areas.         |
| Vocabulary               | provided lesson plans for      | plans for three areas.         | plans for four areas.        |                                       |
| Fluency                  | two or less of the areas.      |                                |                              |                                       |
| Comprehension            | IRA/NCTE Standard 3            |                                |                              |                                       |
| Theories and Research    | Candidate did not              | Candidate planed some          | Candidate planed some        | Candidate planed differentiated       |
|                          | demonstrate planning of        | differentiated lessons but did | differentiated lessons,      | lessons, modeled, and                 |
| IRA/NCTE Standard 9      | differentiated lessons. Little | not implement a variety of     | modeled, and implemented     | implemented a variety of research     |
|                          | or no evidence was offered     | research based practices that  | a variety of research based  | based practices that required         |
|                          | for modeling or                | required students to           | practices that required      | students to participate in a range of |
|                          | implementation of research     | participate in a range of      | students to participate in a | activities to develop word            |
|                          | based practices that required  | activities to develop word     | range of activities to       | identification and understanding of   |
|                          | students to participate in a   | identification and             | develop word identification  | textual features.                     |
|                          | range of activities to develop | understanding of textual       | and understanding of         |                                       |
|                          | word identification and        | features.                      | textual features.            |                                       |
|                          | understanding of textual       |                                |                              |                                       |
|                          | features.                      |                                |                              |                                       |
| Assessment with          | Candidate demonstrated         | Candidate demonstrated         | Candidate demonstrated       | Candidate demonstrated                |
| Technology               | very limited knowledge of      | some knowledge of the          | some knowledge of the        | knowledge of the importance of        |
|                          | the importance of selecting    | importance of selecting and    | importance of selecting and  | selecting and administering a wide    |
| IRA/NCTE Standard 7,8    | and administering a wide       | administering a wide range     | administering a wide range   | range of formal and informal          |
|                          | range of formal and informal   | of formal and informal         | of formal and informal       | assessment tools including            |
|                          | assessment tools including     | assessment tools including     | assessment tools including   | technology-based assessments.         |
|                          | technology-based               | technology-based               | technology-based             | Candidate identified students'        |
|                          | assessments. Candidate did     | assessments. Candidate         | assessments. Candidate       | benchmarks, and knew how to use       |
|                          | not identify students'         | identified students'           | identified students'         | assessment to drive future            |
|                          | benchmarks, and/or did not     | benchmarks, but did not        | benchmarks, and knew how     | instruction.                          |
|                          | know how to use assessment     | know how to use assessment     | to use assessment to drive   |                                       |
|                          | to drive future instruction.   | to drive future instruction.   | future instruction.          |                                       |

Total Content Score for READING \_\_\_\_\_\_