

UWSP FoRT Alternative Pathway for Licensure Rubric of Proficiencies

The following rubric will be used to score candidates' electronic portfolios. Each candidate must provide evidence in how each proficiency standard is met.

Directions to Candidates: Prior to submitting your electronic portfolio for review, please

a) Ensure you have included the required artifacts:

- i)** Five lesson plans, one lesson plan for each of the five components of reading that includes an introduction and reflection that defines the component and synthesizes the impact of the component on reading instruction and learning.
- ii)** Case study artifacts, including utilization of an assessment tool for each of the five reading components, a summary of the assessments, reflection on student's strengths and instructional needs, and a series of three or more lesson plans designed to meet the child's reading instructional needs.
- iii)** Documentation and personal reflection of three or more experiences of receiving feedback and coaching from an expert of reading instruction on instructional practices, including feedback and coaching in at least three of the components of reading.

b) Review the rubric and fill in the third column by naming the artifact or providing a link to the artifact that demonstrates evidence of proficiency.

c) Please write your name and student identification number at the top of page 2 of the document.

Name:

Student ID #:

Proficiency Category	Description of Indicator	Name or Link to Artifact that provides evidence of this proficiency: (i.e. written reflection for phonological awareness lesson plan, case study assessments, etc.)	Proficient	Not Yet (Explanation will be provided to candidate)
Phonological Awareness Content Knowledge	Explain and provide examples of all the levels of phonological awareness	Lesson plan one reflection. Pg. 13		
	Explain the relationship between phonological awareness and phonemic awareness.	Lesson plan 1 reflection. Pg. 13		

Phonological Awareness Pedagogical Knowledge	Explain how to assess student's phonological skills	Phonological awareness assessment and summary. Pg. 18		
	Model a routine to teach phonological awareness and link it to the Standards.	Phonological awareness lesson plan. Pg. 3-4		
Phonics Content Knowledge	Define phonics and the related terms of phoneme, grapheme, and the alphabetic principal	Lesson plan two phonics reflection. Pg. 14		
	Discuss the role of phonics patterns and morphology in phonics instruction.	Lesson plan two phonics reflection. Pg. 14		
Phonics Pedagogical Knowledge	Explain how to assess student's phonics skills	Phonics assessment summary. Pg. 19-20		
	Model a routine to teach phonics and link it to the Standards	Phonics lesson plan. Pg. 5-6		

Fluency Content Knowledge	Identify and define the three primary components of reading fluency.	Lesson plan three reflection. Pg. 15		
	Explain the correlation between fluency and comprehension.	Lesson plan three reflection. Pg. 15		
Fluency Pedagogical Knowledge	Explain how to assess student's fluency skills	Fluency assessment summary. Pg. 21		
	Model an instructional strategy to improve students' reading fluency and link it to a standard.	Fluency lesson plan. Pg. 7-8		
Vocabulary Content Knowledge	Explain the relationship between vocabulary and comprehension	Lesson plan four reflection. Pg. 16		
	Explain the term word consciousness	Lesson plan four reflection. Pg. 16		

Vocabulary Pedagogical Knowledge	Explain how to assess vocabulary knowledge and growth	Vocabulary assessment summary. Pg. 22		
	Model an instructional strategy to expand vocabulary and link it to a standard	Vocabulary lesson plan. Pg. 9-10		
Comprehension Content Knowledge	Explain the difference between literal and inferential comprehension.	Comprehension assessment summary. Pg. 23		
	Explain how background knowledge impacts comprehension	Comprehension lesson plan reflection. Pg. 17		
Comprehension Pedagogical Knowledge	Explain how to assess comprehension	Comprehension assessment summary. Pg. 23		

	Model an instructional strategy to teach comprehension and link it to a standard	Comprehension lesson plan. Pg. 11-12		
Reflective Practices	Commentary on adjustments made to instruction based on observations of student response to instruction/progress	Personal Reflection. Pg. 27		
	Articulate adjustments made to instruction based on the feedback and coaching from the expert of reading.	Personal Reflection. Pg. 27		

Portfolio Reviewed by:	
Signature of Reviewer:	
Date:	