

WARNER PORTFOLIO EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____

Semester: _____

Portfolio Rubrics

1. Content Principle – Rubrics related to relevant NCTM standards for mathematics teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please begin by evaluating the extent to which the candidate has demonstrated the desired level of proficiency in each of the content and process standards identified by NCTM for mathematics teacher candidate. In order to come to this evaluation, we ask that you first mark with an “x” any of the indicators for which you have found some evidence. Then, based on this information, provide your evaluation of the extent to which the candidate has met each of the listed standards by using the following rubrics:

5. **Insufficient** – i.e., the standard in question was not met as you did not find evidence for most of its associated indicators
3. **Basic proficiency**– i.e., the standard in question was essentially met, as you found evidence for most of its indicators
4. **Outstanding performance** – i.e., the standard in question was fully met, as you found evidence for all of its indicators.

<i>NCTM process standard and related indicators:</i>	1	3	4
Standard 1: Knowledge of mathematical problem solving: Candidate knows, understands, and applies the process of mathematical problem solving. <i>Indicators:</i>			
1.1 Apply and adapt a variety of appropriate strategies to solve problems.			
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.			
1.3 Build new mathematical knowledge through problem solving.			
1.4 Monitor and reflect on the process of mathematical problem solving.			
Standard 2: Knowledge of reasoning and proof – Candidate reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. <i>Indicators:</i>			
2.1 Recognize reasoning and proof as fundament aspects of mathematics.			
2.2 Make and investigate mathematical conjectures.			
2.3 Develop and evaluate mathematical arguments and proofs.			
2.4 Select and use various types of reasoning and methods of proof.			

<i>NCTM process standard and related indicators:</i>	1	3	4
Standard 3: Knowledge of mathematical communication – Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others. <i>Indicators:</i>			
3.1 Communicate their mathematical thinking coherently and clearly to peers,, faculty and others.			
3.2 Use the language of mathematics to express ideas precisely.			
3.3 Organize mathematical thinking through communication.			
3.4 Analyze and evaluate the mathematical thinking and strategies of others.			
Standard 4: Knowledge of mathematical connections – Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding. <i>Indicators:</i>			
4.1 Recognize and use connections among mathematical ideas.			
4.2 Recognize and apply mathematics in context outside of mathematics.			
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.			
Standard 5: Knowledge of mathematical representation – Candidates use varied representations of mathematical ideas to support and deepen students’ mathematical understanding. <i>Indicators:</i>			
5.1 Use representations to model and interpret physical, social and mathematical phenomena.			
5.2 Create and use representations to organize, record, and communicate mathematical ideas.			
5.3 Select, apply, and translate among mathematical representations to solve Problems.			
Standard 6: Knowledge of technology – Candidates embrace technology as an essential tool for teaching and learning mathematics. <i>Indicators:</i>			
6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to spreadsheets. dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, presentation software			

Additional comments:

<i>NCTM content standards and related indicators:</i>	<i>1</i>	<i>3</i>	<i>4</i>
Standard 9: Knowledge of Numbers and Operation: Candidates demonstrate computational proficiency, including an understanding of numbers, ways of representing number, relationships among number and number systems, and meanings of operations. <i>Indicators:</i>			
9.1 Analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real, and complex numbers.			
9.2 Use properties involving number and operations, mental computation, and computational estimation..			
9.3 Provide equivalent representations of fractions, decimals, and percents.			
9.4 Create, solve, and apply proportions.			
9.5 Apply the fundamental ideas of number theory.			
9.6 Make sense of large and small numbers and use scientific notation.			
9.7 Compare and contrast properties of numbers and use scientific notation			
9.8 Represent, use, and apply complex numbers.			
9.9 Recognize matrices and vectors as systems that have some of the properties of the real number system.			
9.10 Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.			
Standard 10: Knowledge of Different Perspectives on Algebra: Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. <i>Indicators:</i>			
10.1 Analyze patterns, relationships and functions of one and two variables.			
10.2 Apply fundamental ideas of linear algebra.			
10.3 Apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures.			
10.4 Use mathematical models to represent and understand quantitative relationships.			
10.5 Use technological tools to explore algebraic ideas and representations of information in solving problems.			
10.6. Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.			

<i>NCTM content standards and related indicators:</i>		<i>1</i>	<i>3</i>	<i>4</i>
Standard 11: Knowledge of Geometries: Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. <i>Indicators:</i>				
11.1	Demonstrate knowledge of core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions from both formal and informal perspectives.			
11.2	Exhibit knowledge of the role of axiomatic systems and proofs in geometry.			
11.3	Analyze characteristics and relationships of geometric shapes and structures.			
11.4	Build and manipulate representations of two and three dimensional objects and visualize objects from different perspectives			
11.5	Specify locations and describe spatial relationships using coordinate geometry, vectors, and other representation systems.			
11.6	Apply transformations and use symmetry, similarity and congruence to analyze mathematical situations.			
11.7	Use concrete models, drawings, and dynamic geometric software to explore geometric ideas and their applications in real-world contexts.			
11.8	Demonstrate knowledge of the historical development of Euclidean and non-Euclidean geometries including contributions from diverse cultures.			
Standard 12: Knowledge of Calculus: Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a through background in the techniques and applications of calculus. <i>Indicators:</i>				
12.1	Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts.			
12.2	Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.			
12.3	Use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts			
12.4	Use technological tools to explore and represent fundamental concepts of calculus.			
12.5	Demonstrate knowledge of the historical development of calculus including contributions from diverse cultures.			
Standard 13: Knowledge of Discrete Mathematics: Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems. <i>Indicators:</i>				
13.1	Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics.			
13.2	Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.			
13.3	Use technological tools to solve problems involving the use of discrete structures and the application of algorithms.			
13.4	Demonstrate knowledge of the historical development of discrete mathematics including contributions from diverse cultures.			

Standard 14: Knowledge of Data Analysis, Statistics and Probability: Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. <i>Indicators:</i>				
14.1	Design investigations, collect data, and use a variety of ways to display data and interpret data representations that may include bivariate data, conditional probability and geometric probability.			
14.2	Use appropriate methods such as random sampling or random assignment of treatments to estimate population characteristics, test conjectured relationships among variables, and analyze data.			
14.3	Use appropriate statistical methods and technological tools to describe shape and analyze spread and center.			
14.4	Use statistical inference to draw conclusions from data.			
14.5	Identify misuses of statistics and invalid conclusions from probability.			
14.6	Draw conclusions involving uncertainty by using hands-on and computer-based simulation for estimating probabilities and gathering data to make inferences and conclusions.			
14.7	Determine and interpret confidence intervals			
14.8	Demonstrate knowledge of the historical development of statistics and probability including contributions from diverse cultures.			
Standard 15: Knowledge of Measurement: Candidates apply and use measurement concepts and tools. <i>Indicators:</i>				
15.1	Recognize the common representations and uses of measurement and choose tools and units for measuring.			
15.2	Apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.			
15.3	Completes error analysis through determining the reliability of the numbers obtained from measures.			
15.4	Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.			

Additional comments:

1. Content Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	Insufficient (1)	Basic proficiency (3)	Outstanding (4)	Score
1.1	Candidate's narrative and related documentation identifies some significant gaps in content preparation, as defined by New York State and/or relevant professional organizations.	Candidate's narrative and related documentation demonstrate sufficient preparation in the subject matter to meet the minimum requirements set by New York State and relevant professional organizations.	Candidate's narrative and related documentation demonstrate a broad preparation in the subject matter that meets and exceeds the minimum requirements set by New York State and relevant professional organizations.	
1.2	Candidate's narrative and related documentation do not provide evidence of in-depth understanding of any of the key concepts, tools of inquiry or structures of the discipline identified by relevant professional organizations, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings	Candidate's narrative and related documentation identifies at least one example that demonstrates in-depth understanding of a key concept, tool of inquiry or structure of the discipline identified by relevant professional organizations; all the examples chosen are appropriate and do not reveal serious misunderstandings; the candidate articulates at least one doable strategy to deepen his/her understanding of the subject matter taught.	Candidate's narrative and related documentation identifies a few examples that demonstrate a good understanding of key concepts, tools of inquiry and structures of the discipline identified by relevant professional organizations; all the examples chosen are appropriate and do not reveal serious misunderstandings; the candidate articulates multiple strategies to deepen his/her understanding of the subject matter taught.	
1.3	Candidate's narrative and related documentation indicate that the candidate is unaware of relevant set(s) of standards, and/or reveal serious misunderstandings of specific standards and their instructional implications.	Candidate's narrative and related documentation indicate that the candidate is aware of all relevant sets of standards to be considered in his/her teaching and understands their meaning and basic implications for instruction.	Candidate's narrative and related documentation indicate that the candidate is aware of all relevant sets of standards to be considered in his/her teaching and understands their meaning; there is also evidence that these standards inform the candidates' planning and instruction.	
1.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to create learning experiences that make the subject matter meaningful and relevant for all students, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has created learning experiences that were meaningful and relevant to all students, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to create learning experiences that are meaningful and relevant to all students, and does so on a regular basis.	

2. Learning Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
2.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of how all children develop.	Candidate's narrative and related documentation demonstrate a basic understanding of how all children develop and the role played by context in development.	Candidate's narrative and related documentation demonstrate an in-depth understanding of how all children develop and the role played by context in development, and awareness of relevant research.	
2.2	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of how all children construct knowledge through participation in culturally valued activities and/or what is appropriate for the ages and backgrounds of the children s/he teaches.	Candidate's narrative and related documentation demonstrate a basic understanding of how all children construct knowledge through participation in culturally valued activities and what is appropriate for the ages and backgrounds of the children s/he teaches.	Candidate's narrative and related documentation demonstrate in-depth understanding of how all children construct knowledge through participation in culturally valued activities and what is appropriate for the ages and backgrounds of the children s/he teaches, as well as awareness of relevant research.	
2.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to provide learning experiences that take into consideration the students' developmental level, prior experiences and contexts, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has provided learning experiences taking into consideration the students' developmental level, prior experiences and contexts, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to provide learning experiences that take into consideration the students' developmental level, prior experiences and contexts, and does so on a regular basis.	

3. Equity Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
3.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of equity and social justice principles.	Candidate's narrative and related documentation demonstrate a basic understanding of the principle that everyone has the right to have an opportunity to learn, and of what constitutes equitable and socially just behavior and treatment for themselves and others.	Candidate's narrative and related documentation demonstrate an in-depth understanding of equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others, as well as awareness of relevant research.	
3.2	Candidate's narrative and related documentation do not demonstrate a commitment to high moral and ethical standards and/or a basic respect for student diversity.	Candidate's narrative and related documentation demonstrate a basic commitment to high moral and ethical standards and respect for student diversity.	Candidate's narrative and related documentation demonstrate a strong commitment to high moral and ethical standards, with an explicit emphasis on equity and social justice; the candidate respects student differences and perceives them as resources rather than obstacles for instruction.	
3.3	Candidate's narrative and related documentation demonstrate some major gaps and/or misconceptions in their knowledge of cultural, linguistic and learning differences and/or disabilities and their implications for the classroom.	Candidate's narrative and related documentation demonstrate that the candidate is familiar with at least a few of the cultural, linguistic and learning differences and /or disabilities students may present, and their implications for the classroom.	Candidate's narrative and related documentation demonstrate that the candidate is aware of several cultural, linguistic and learning differences and/or disabilities students may present, and their implications for the classroom, as well as awareness of relevant research.	
3.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to create learning experiences that are culturally relevant and address the strengths and needs of all students, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has created learning experiences that were culturally relevant and addressed the strengths and needs of all students, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that candidate is able to create learning experiences that are culturally relevant and address the strengths and needs of all students, and does so on a regular basis.	

4. Pedagogy Principle – Rubrics related to relevant NCTM standards for mathematics teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following relevant indicators identified by NCTM for mathematics teacher candidate, using the following rubrics and reporting your scores in the table below:

1. **Insufficient** – i.e., you have not found evidence for the behaviors/practices described in this indicator.
3. **Basic proficiency**– i.e., you found evidence that the candidate has demonstrated the behaviors/practices described in this indicator at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors/practices described in this indicator consistently and with high proficiency.

<i>NCTM indicators:</i>	<i>1</i>	<i>3</i>	<i>4</i>
7.2. Use stimulating curricula			
8.1. Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as gifted, challenged and speakers of other languages.			
8.2. Selects and uses appropriate concrete materials for learning mathematics.			
8.7. Uses knowledge of different types of instructional strategies in planning mathematics lessons.			
8.8. Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.			
8.9. Develop lessons that use technology’s potential for building understanding of mathematical concepts and developing important mathematical ideas.			

Additional comments:

4. Pedagogy Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	Insufficient (1)	Basic proficiency (3)	Outstanding (4)	Score
4.1	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of all relevant set(s) of pedagogy-related standards and/or knows enough innovative instructional strategies.	Candidate's narrative and related documentation indicate that the candidate is aware of relevant pedagogy-related standards, can identify a few instructional strategies consistent with those standards, and understands the potential uses, values, and limitations of these strategies for achieving specific learning goals.	Candidate's narrative and related documentation indicate that the candidate is aware of relevant pedagogy-related standards, knows several instructional strategies consistent with those standards, understands the potential uses, values and limitations of each of these strategies to achieve specific learning goals, and is aware of relevant research.	
4.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use a variety of innovative instructional strategies, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of a few occasions when the candidate has effectively used different innovative strategies to achieve learning goals consistent with relevant standards, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to effectively use a variety of innovative strategies to achieve learning goals consistent with relevant standards, and does so on a regular basis.	
4.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of the potential values and limitations of using technology in instruction.	Candidate's narrative and related documentation demonstrate that the candidate understands at least a few of the potential values and limitations of using technology in instruction.	Candidate's narrative and related documentation demonstrate that the candidate understands many of the potential values and limitations of using technology in instruction, recognizes equity issues connected with the uses of technology, and is aware of relevant research.	
4.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use technology to support student learning, as no example is provided or the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has used technology effectively to support student learning, raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to use technology effectively to support student learning, and does so on a regular basis.	

5. Learning Community Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
5.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of student motivation.	Candidate's narrative and related documentation demonstrate a basic understanding of what may encourage or hinder students' motivation and engagement in learning.	Candidate's narrative and related documentation demonstrate an in-depth understanding of what may encourage or hinder students' motivation and engagement in learning, and awareness of relevant research literature.	
5.2	Candidate's narrative and related documentation raise concerns about the candidate's capability of constructing a comfortable and safe classroom environment.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment, at least most of the time and for most of the students in his/her class.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment for all students in his/her class.	
5.3	Candidate's narrative and related documentation raise concerns about the candidate's capability of creating a classroom environment that fosters students' motivation and learning.	Candidate's narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students' motivation and learning, at least most of the times and for most of the students in his/her class.	Candidate's narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students' motivation and learning for all students and supports the creation of a community of learners.	

6. Communication Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
6.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of the role of language in teaching and learning.	Candidate's narrative and related documentation demonstrate a basic understanding of the role of language in teaching and learning.	Candidate's narrative and related documentation demonstrate an in-depth understanding of the role of language in teaching and learning, and awareness of the relevant research.	
6.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of and proficient in a wide enough variety of modes and vehicles of communication.	Candidate's narrative and related documentation provide evidence that the candidate is familiar with and proficient in at least a few modes and vehicles of communication to support learning and inquiry, and can recognize the potential uses, values and limitations of each to achieve specific learning goals.	Candidate's narrative and related documentation indicate that the candidate is familiar with and proficient in several modes and vehicles of communication to support learning and inquiry, can recognize the potential uses, values and limitations of each to achieve specific learning goals, and is aware of relevant research.	
6.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use effectively a variety of modes of communication in the classroom, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has used effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry in at least one occasion, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is capable of using effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry, and does so on a regular basis.	
6.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to construct activities that incorporate a variety of texts, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has constructed activities that incorporated a variety of texts and facilitated all students' critical analysis of such texts, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct activities that incorporate a variety of texts and facilitate all students' critical analysis of such texts, and does so on a regular basis.	

7. Planning Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
7.1	Candidate's narrative and related documentation raise concerns about the candidate's capability of aligning instruction with learning goals consistent with professional and NYS standards.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to explicitly align instruction with learning goals consistent with professional and NYS standards, and raises no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to align instruction with learning goals consistent with professional and NYS standards, and does so on a regular basis.	
7.2	Candidate's narrative and related documentation identify major shortcomings with respect to the candidate's capability of implementing lessons according to a well-defined and high quality plan.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to implement lessons according to a well-defined and high quality plan, and raises no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to implement lessons according to a well-defined and high quality plan, is able to make modifications in this plan as appropriate to respond to unexpected students' responses, and does both on a regular basis.	

8. Assessment Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
8.1	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate understands the multiple purposes of assessment and/or knows a sufficient number of assessment strategies and tools.	Candidate's narrative and related documentation provide evidence that the candidate understands the multiple purposes of assessment, is familiar with a few different assessment strategies and tools, and is aware of the potential uses, values and limitations of each to achieve specific assessment goals.	Candidate's narrative and related documentation provide evidence that the candidate understands the multiple purposes of assessment, is familiar with several assessment strategies and tools, is aware of the potential uses, values and limitations of each to achieve specific assessment goals, and is aware of relevant research literature on assessment.	
8.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use a variety of assessment strategies and tools and/or to use assessment to monitor and support student learning, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has effectively used a variety of assessment strategies and tools to monitor and support student learning in at least a few occasions, and raise no major concerns about the candidate's capability to do it in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to effectively use a variety of assessment strategies and tools, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor and support student learning and does so on a regular basis.	
8.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use assessment to inform instruction, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has been able to use assessment to inform instruction, at least in a few occasions, and raise no major concerns about the candidate's capability to do it in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to use assessment to inform instruction, and does so on a regular basis.	
8.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to have a positive effect on his/her students' learning, as the examples provided are inappropriate or too limited.	Candidate's narrative and related documentation provide at least three well-documented and commented-on examples that the candidate was able to have a positive effect on their students' learning.	Candidate's narrative and related documentation provide several well-documented and commented-on examples that the candidate was able to have a very positive effect on their students' learning, as well as testimonials to that effect.	

9. Professional Practice Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
9.1	Candidate’s narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate’s appreciation of the need for life-long learning and/or continuous improvement of his/her practice.	Candidate’s narrative and related documentation demonstrate an appreciation of the need for life-long learning and continuous improvement of his/her practice and a stated commitment to it.	Candidate’s narrative and related documentation demonstrate an appreciation of the need for life-long learning and continuous improvement of his/her practice, and provide evidence that the candidate has already started to put his/her commitment to continuous learning and improvement into practice.	
9.2	Candidate’s narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate’s ability to constructively use criticisms, reflect on his/her practice, and/or use research and theory, in order to make necessary adjustments to enhance student learning.	Candidate’s narrative and related documentation provide evidence of at least one occasion when the candidate was able constructively use criticism, reflect on his/her practice, and draw from research and theory, respectively, in order to make some adjustment to enhance student learning.	Candidate’s narrative and related documentation provide evidence that the candidate is able to constructively use criticisms, reflect on his/her practice, and draw from research and theory, in order to make the necessary adjustments to enhance student learning, and does so on a regular basis.	
9.3	Candidate’s narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate’s awareness of relevant professional organizations and the importance of participating in these learning communities.	Candidate’s narrative and related documentation provide evidence that the candidate is aware of the relevant professional organizations, the standards they generated (including professional ethics standards), and the opportunities they can offer for continuing professional development.	Candidate’s narrative and related documentation provide evidence that the candidate is aware of the relevant professional organizations, the standards they generated (including professional ethics standards), and the opportunities they can offer for continuing professional development; the candidate has also begun to participate in these organizations (e.g., by joining one, subscribing to journals, participating in a conference, using resources on the web, etc.).	

10. Community Principle – Common rubrics to evaluate Warner School proficiencies:

<i>Prof.</i>	<i>Insufficient (1)</i>	<i>Basic proficiency (3)</i>	<i>Outstanding (4)</i>	<i>Score</i>
10.1	Candidate’s narrative and related documentation do not provide sufficient evidence for, or raises serious concerns about, the candidate’s appreciation for the value of parental and community involvement.	Candidate’s narrative and related documentation provide evidence of the candidate’s appreciation for the value of parental and community involvement and a stated commitment to seek such involvement.	Candidate’s narrative and related documentation provide evidence that the candidate values parental and community involvement and has already sought such involvement in his/her own practice.	
10.2	Candidate’s narrative and related documentation do not provide sufficient evidence for, or raises serious concerns about, the candidate’s ability to communicate effectively with parents/ caregivers and colleagues.	Candidate’s narrative and related documentation provide evidence of at least one occasion when the candidate was able to communicate effectively with parents/ caregivers and colleagues, and raise no major concern about the candidate’s capability of doing so in other occasions.	Candidate’s narrative and related documentation provide evidence that the candidate is able to communicate effectively with parents/ caregivers and colleagues, and does so on a regular basis.	