

**INTASC PORTFOLIO**  
**Standard Rationale Template & Rubric**

<b>Name:</b>
<b>Name of Artifact:</b>
<b>Introduction to Standard Addressed</b>
<b>Guiding Questions:</b> <ul style="list-style-type: none"><li>• Identify the standard for which you are providing evidence in order to demonstrate proficiency</li><li>• Unpack and paraphrase the meaning of the standard</li><li>• Use the InTASC standards to explicitly identify the indicator(s) for the standard that are met with this artifact</li></ul>
<b>Introduction of Artifact: Description &amp; Context</b>
<b>Guiding Questions:</b> <ul style="list-style-type: none"><li>• What is this?</li><li>• For which experience was this created?</li><li>• What was the goal/purpose/relevance of this artifact? How and when was this artifact used?</li></ul>
<b>Rationale: Justify selection and level of proficiency</b>
<b>Guiding Questions:</b> <ul style="list-style-type: none"><li>• Explicitly identify specific example(s) within the artifact that address/demonstrate proficiency with the standard and indicator(s)</li><li>• Explain how this artifact and the specific example(s) you identified demonstrate knowledge/proficiency with the standard. Why is this artifact a strong piece of evidence to show your proficiency with the standard and indicator?</li></ul>

## Standard Rationale Rubric

### Part 1: Rationale

**Directions:** Use the following rubric to evaluate student proficiency at writing rationale statements regarding their progress with the INTASC Teaching Standards.

	<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Introduction of Standard</b>	No effort or progress toward introducing standard or to paraphrase/ interpret meaning of standard.	Identifies standard and specific indicators targeted but does not paraphrase/ interpret meaning of standard.	Identifies standard and specific indicators targeted. Paraphrasing is incomplete or meaning of standard is misinterpreted.	Explicitly identifies the standard and specific indicators being targeted and correctly paraphrases/interprets standard and indicator(s) in own words.
<b>Introduction of Artifact</b>	No effort or progress toward introducing artifact; no details provided about nature, purpose or context.	Provides some details regarding 1 of the following: nature of artifact; purpose of artifact; context for creation/use.	Provides some details regarding 3 of the following or specific details regarding 1 or 2 of the following: nature of artifact; purpose of artifact; context for creation/use.	Provides specific details describing the nature of the artifact, its purpose, and the context for creation/use of the artifact.
<b>Rationale</b>	No effort or progress toward justifying how artifact meets indicator and standard.	Attempts to justify how artifact meets indicator or standard but reasoning or interpretation of standard is minimal or includes an error.	Justifies how artifact meets standard but... still needs to provide specific examples to support reasoning AND/OR artifact and justification are not clearly aligned with target standard.	Clearly articulates justification, using language of the standard and referencing specific examples within the artifact, for how artifact meets specific indicator(s).
<b>Writing / Mechanics</b>	No effort or progress toward organizing writing, using educator vocabulary or correcting errors in grammar, spelling or mechanics.	Writing is not clear or well-organized and is difficult to follow; minimal use of educator vocabulary; errors in grammar, mechanics or spelling which hinder understanding.	Writing is organized; utilizes some language/vocabulary of a professional educator; minimal errors in grammar, mechanics or spelling which do not hinder understanding.	Writing is clear, well-organized and easy to follow, utilizes language/vocabulary of a professional educator, and is reasonably free of errors in grammar, mechanics, or spelling.

**2: Progress on Standard**

**Directions:** Review the student’s rationale statement and accompanying artifact using the following standard-specific rubric to evaluate student progress on the standard addressed in the rationale. Consider the degree to which the rationale statement identifies specific aspects of the artifact that address the standard. Students will be scored on only the category row (Performance, Essential Knowledge, or Critical Disposition) that aligns with the Standard Indicator(s) identified by the student in the rationale statement. If the student identified multiple target indicators that fall into more than one category, score each category that aligns with the targeted indicators.

<b>Standard 1: Learner Development</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 1(a), 1(b), 1(c)</b>	No effort or progress toward seeking information about learner’s needs or modifying instruction to address needs.	Seeks information about learner’s needs or describes strategies for modifying instruction to address a need.	Seeks information about learners’ needs and describes a possible strategy for modifying instruction to address needs.	Seeks information about learners’ needs and applies information to create/deliver developmentally appropriate instruction.
	<b>Essential Knowledge 1(d), 1(e), 1(f), 1(g)</b>	No effort or progress toward identifying, describing or applying information about learner development and construction of understanding.	Identifies variables that affect learning and/or stages of development.	Explains how development and other variables impact learning and how students construct knowledge.	Makes instructional decisions based on understanding of development, variables that affect learning and how students construct knowledge.
	<b>Critical Dispositions 1(h), 1(i), 1(j), 1(k)</b>	No attempt or progress toward showing respect for learners or communicating sense of responsibility/commitment to supporting student growth.	Refers to all learners using respectful language.	Conveys respect for learners’ differences through respectful language and conveys sense of responsibility for supporting student growth.	Explicitly communicates respect for learners’ different strengths and needs, commitment to supporting student growth, and/or value of others’ input on student development.

<b>Standard 2: Learning Differences</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 2(a), 2(b), 2(c), 2(d), 2(e), 2(f)</b>	No effort or progress toward understanding or applying strategies for differentiating or customizing learning.	Identifies strategies for customizing learning or finds a quality strategy/resource/tool for supporting different student needs.	Explains strategies for customizing learning (pacing, rigor, choice) and describes tools for language development.	Designs, adapts and/or delivers instruction that customizes learning (pacing, rigor, choice) and provides support for ELLs and/or students with special needs.
	<b>Essential Knowledge 2(g), 2(h), 2(i), 2(j), 2(k)</b>	No effort or progress toward understanding or supporting learning differences of ELLs or students with special needs.	Identifies needs of ELLs and/or students with special needs. OR Summarizes steps for ELL language acquisition.	Explains different approaches to learning, addresses differences in students' background knowledge and contribution to the community, and explains strategies for supporting ELLs and/or students with special needs.	Designs instruction that accesses students' prior knowledge and purposefully supports ELLs and/or students with special needs.
	<b>Critical Dispositions 2(l), 2(m), 2(n), 2(o)</b>	No effort or progress toward use of respectful language or high expectations when discussing learners.	Conveys value for all learners and their differing backgrounds.	Maintains respectful language and high expectations when referring to learners of all skills/backgrounds in verbal and written communication.	Intentionally communicates and explicitly articulates respect and high expectations for all learners and the contributions each learner brings to a community.

<b>Standard 3: Learning Environments</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h)</b>	No effort or progress toward identifying, designing or implementing strategies for establishing a positive, effective classroom environment.	Identifies structures, routines and shared values that contribute to a safe, respectful, and collaborative learning environment.	Describes or designs structures/routines, ice breakers, or community-building activities for developing a safe, respectful and collaborative learning environment.	Establishes and maintains a safe, respectful learning environment with shared values, that allows students to practice communicating, cooperating and collaborating effectively.
	<b>Essential Knowledge 3(i), 3(j), 3(k), 3(l), 3(m)</b>	No effort or progress toward understanding or applying strategies for supporting student collaboration, cooperation, motivation or effectiveness.	List or identify strategies for: motivating students, collaborative learning, or cooperative learning, helping students to direct own learning, or, helping students to self-advocate.	Explains theory and/or structures behind collaborative or cooperative learning strategies. OR Describes strategies for establishing norms, routines and structures.	Designs instruction, environment or instructional tools that incorporate collaborative or cooperative learning strategies, or provide opportunities for students to practice self-direction or self-advocacy.
	<b>Critical Dispositions 3(n), 3(o), 3(p), 3(q), 3(r)</b>	No effort or progress toward describing or communicating importance of establishing a positive, supportive, collaborative community or of	Identifies opportunities for collaborating with peers, parents and/or students. OR Conveys importance of establishing a	Explains importance collaborating with others. OR describes teacher's role in establishing a positive, supportive, collaborative	Seeks opportunities to collaborate (with peers, students, families) in order to establish positive, supportive, collaborative learning environments and practices being a

		teacher's role in process.	positive, supportive, collaborative community.	community.	reflective listener and observer.
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<b>Standard 4: Content Knowledge</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 4(a), 4(b), 4(c), 4(d), 4(e), 4(f), 4(g), 4(h), 4(i)</b>	No attempt or progress toward identifying, describing or applying content-specific pedagogy.	Identifies pedagogical strategies for content-delivery. OR Finds and describes multiple strategies for approaching/learning the same topic.	Explains content-specific pedagogical strategies for delivering content. OR Evaluates and/or modifies learning activities to make content accessible and meaningful.	Designs/delivers instruction that utilizes a variety of content-specific pedagogy and models to make content accessible and meaningful (build on previous knowledge, address misconceptions, practice content language, and guide learners through learning progressions).
	<b>Essential Knowledge 4(j), 4(k), 4(l), 4(m), 4(n)</b>	No effort or progress toward understanding or utilizing content standards, building familiar with content language, and/or correctly communicating content.	Selects appropriate content standards to target for learning activities. OR Recognizes common misconceptions. OR Seeks connections between student backgrounds/interests and content.	Rephrases content standards in student language and integrates content language into a lesson or learning activity. OR Designs a learning activity that builds on student background information/interests and targets a specific content standard or addresses a common misconception.	Correctly communicates content and unpacks content standards for/with students, integrates use and practice with content language, applies information about student background and interests to make content relevant, and/or develops instructional activities that address common misconceptions.
	<b>Critical Dispositions 4(o), 4(p), 4(q), 4(r)</b>	No effort or progress toward keeping up-to-date in field/content; does not seek to broaden own perspectives.	Identifies relevant and reliable sources or organizations for current topics and research in field/content. OR Recognizes different perspectives exist. OR Recognizes own personal biases.	Finds and describes a current topic, question, finding or tool related to field/content. OR Describes value of allowing students to learn about, discuss and evaluate different perspectives or approaches.	Participates in professional development or actively seeks to keep up-to-date on field/content and broaden personal understanding. OR seeks opportunities for students to evaluate and discuss different perspectives or approaches.

<b>Standard 5: Application of Content</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(g), 5(h)</b>	No effort or progress toward finding, developing or implementing learning experiences that apply content or multiple perspectives for problem solving/critical thinking.	Finds and describes strategies or activities that promote exploration/evaluation of perspectives or critical thinking/problem solving skills.	Designs an activity that requires students to explore and evaluate different perspectives and to combine critical thinking and problem solving skills with content knowledge to investigate and solve problems.	Facilitates learning experiences that require students to explore and evaluate different perspectives and to combine critical thinking and problem solving skills with content knowledge to investigate and solve problems.
	<b>Essential Knowledge 5(i), 5(j), 5(k), 5(l), 5(m), 5(n), 5(o), 5(p)</b>	No effort or progress toward understanding or integrating strategies for improving critical thinking, problem solving, content literacy or communication skills.	Identifies strategies for building communication, critical thinking or problem solving skills. OR Identifies interdisciplinary connections to core subject or lenses for exploring content.	Explains strategies for fostering communication, critical thinking, or problem-solving skills. OR Describes relevant interdisciplinary connections to core subject or lenses for exploring content.	Designs learning experiences that explicitly target communication, critical thinking, problem-solving or content literacy skills or to make interdisciplinary content connections.
	<b>Critical Dispositions 5(q), 5(r), 5(s)</b>	No effort or progress toward communicating value of multiple perspectives or interdisciplinary content connections for learning experience.	Identifies reasons for or describes research theory regarding impact of interdisciplinary lenses or interdisciplinary connections.	Articulates the value of knowledge beyond own content area or value of providing flexible learning environments for exploring and expression.	Actively seeks opportunities to explore/expand interdisciplinary connections and global/local applications of content.

<b>Standard 6: Assessment</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 6(a), 6(b), 6(c), 6(d), 6(e), 6(f), 6(g), 6(h), 6(i)</b>	No effort or progress toward designing an assessment or aligning an assessment to a specific learning goal.	Designs an assessment to evaluate student progress toward a specific learning goal.	Designs/selects multiple assessments to evaluate student progress toward a specific standard or learning goal.	Uses assessment data to evaluate student progress toward a standard or learning goal and to make instructional decisions.
	<b>Essential Knowledge 6(j), 6(k), 6(l), 6(m), 6(n), 6(o), 6(p)</b>	No effort or progress toward analyzing student data.	Identifies tools used for measuring and analyzing student data.	Describes student data needed to measure student proficiency and/or growth and explains process for analyzing data.	Analyzes assessment data to identify patterns/trends in student proficiency and/or growth.
	<b>Critical Dispositions 6(q), 6(r), 6(s), 6(t), 6(u), 6(v)</b>	No effort or progress toward providing feedback to students and/or families.	Provides feedback to students and/or families about proficiency and/or growth, but feedback is not actionable, timely or aligned to a specific standard or learning goal.	Provides timely or actionable feedback to students and/or families about proficiency and/or growth, but feedback may not be aligned to a specific standard or learning goal.	Provides timely and actionable feedback to students and families about student proficiency and growth on a specific standard or learning goal.

<b>Standard 7: Planning for Instruction</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 7(a), 7(b), 7(c), 7(d), 7(e), 7(f)</b>	No effort or progress toward purposefully designing a learning activity.	Creates a learning activity that addresses a learning goal.	Creates a single lesson plan or learning activity that incorporates students' needs and background knowledge to address a standards-aligned learning goal and describes relationship between lesson and curriculum goal/plan.	Creates short- and long-term instructional plans, based on students' needs and background knowledge, which incorporate a variety of learning experiences in order to meet standards-aligned learning goals.
	<b>Essential Knowledge 7(g), 7(h), 7(i), 7(j), 7(k), 7(l), 7(m)</b>	No effort or progress toward incorporating learning theory, student strengths, needs or background knowledge, or evidence-based resources into learning activity.	Accesses/finds evidence-based instructional materials. OR Identifies/describes parts of a lesson that could be modified or taught using a different strategy.	Provides suggestions for revising/modifying instruction based on learner needs. OR Develops/decides sequence of learning activities to target curriculum goal.	Justifies selection of learning activities, sequencing and scaffolding based on understanding of learner development, background knowledge, content, pedagogy and curriculum.
	<b>Critical Dispositions 7(n), 7(o), 7(p), 7(q)</b>	No effort or progress toward collaborating to plan or modify instruction.	Identifies individuals with whom s/he can collaborate for planning instruction.	Collaborates with a peer or mentor to plan or modify instruction based on student strengths/needs.	Participates in and communicates importance of collegial planning process and articulates necessity for flexibility in adjusting/modifying plans to meet student needs and content goals.

<b>Standard 8: Instructional Strategies</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 8(a), 8(b), 8(c), 8(d), 8(e), 8(f), 8(g), 8(h), 8(i)</b>	No effort or progress toward selecting, implementing or evaluating different instructional strategies.	Attempts to incorporate multiple instructional strategies into a lesson or activity plan, but strategies not relevant or appropriate.	Incorporates multiple relevant and appropriate instructional strategies into a lesson or activity plan.	Implements and evaluates effectiveness of multiple instructional strategies and adapts instruction to meet students' needs.
	<b>Essential Knowledge 8(j), 8(k), 8(l), 8(m), 8(n), 8(o)</b>	No effort or progress toward learning about strategies for differentiating instruction.	Matches or aligns different instructional strategies with specific learning goals and/or student needs.	Describes strategies for adapting/differentiating instruction to support specific student needs.	Selects and justifies best strategies for adapting/differentiating instruction to support student needs.
	<b>Critical Dispositions 8(p), 8(q), 8(r), 8(s)</b>	No effort or progress toward flexibly adapting instruction or experimenting with differentiating instruction.	Identifies benefits and challenges to differentiating instruction.	Communicates importance of using multiple strategies and technology to differentiate instruction.	Explores and experiments with use of new strategies and emerging technologies for differentiating instruction to support student learning.

<b>Standard 9: Reflection &amp; Continuous Growth</b> <i>(Professional Learning &amp; Ethical Practice)</i>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 9(a), 9(b), 9(c), 9(d), 9(e), 9(f)</b>	No effort or progress toward participating in professional development or professional learning experiences.	Participates in professional development or professional learning experience, but does not apply feedback or learning to instructional practices or perspective of educator's role.	Participates in professional development, peer-observation and self-assessment experiences to reflect on practice and role as educator. OR Participates in peer observation and reflects on peer's practice and role as educator.	Incorporates observations/reflections and new learning into decision-making about instructional practices and role as educator. OR Observes and provides constructive feedback to a peer regarding instructional practices, and/or role as educator.
	<b>Essential Knowledge 9(g), 9(h), 9(i), 9(j), 9(k)</b>	No effort or progress toward understanding processes for self-assessment or improvement. OR No effort or progress toward learning about educational law related to his/her role or field.	Identifies strategies for self-assessment, reflection and evaluation of student data. OR Names/identifies educational law that relates to his/her role or field.	Uses self- and/or peer-assessment, reflection and/or student data to identify personal learning strengths, needs or areas for improvement (for self or peer). OR Describes how educational law relates to learners' rights and teacher responsibilities.	Uses self- and/or peer-assessment, reflection and/or student data to develop a plan for improving own practice or practices of a peer. OR Applies understanding of learners' rights and teacher responsibility to make and reflect on decisions in challenging situations or scenarios.
	<b>Critical Dispositions 9(l), 9(m), 9(n), 9(o)</b>	No effort or progress toward reflecting on or improving own practice. OR No effort or progress toward observing or providing feedback to a peer.	Communicates importance of self- and/or peer-assessment, reflection and/or evaluation of student data in order to grow as a professional. OR Observes peer's practice and shares observations.	Reflects on practice and responsibilities as an educator (using peer or self-assessment tools). OR Reflects on peer's practice using a critical lens and provides feedback.	Consistently reflects on own practice (using peer or self-assessment) and responsibilities as an educator, and strives for personal and professional growth. OR Reflects on peer's practice and provides meaningful, actionable feedback.

<b>Standard 10: Leadership &amp; Collaboration</b>		<b>No Evidence 0</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>
<b>Progress on Standard</b>	<b>Performance 10(a), 10(b), 10(c), 10(d), 10(e), 10(f), 10(g), 10(h), 10(i), 10(j), 10(k)</b>	No effort or progress toward collaborating with peers, families and communities to support student needs.	Recognizes and describes roles of different teams in supporting student needs and/or professional growth.	Participates in teams to support student needs and/or professional growth.	Collaborates with peers, families and communities to support and advocate for students or to improve learning environment or experience.
	<b>Essential Knowledge 10(l), 10(m), 10(n), 10(o)</b>	No effort or progress toward developing, practicing or utilizing effective communication and/or collaboration skills.	Identifies situations which require effective communication and/or collaboration with peers, families and communities.	Studies, reflects upon, and/or practices strategies for effectively communicating and collaborating with peers, families and communities.	Utilizes verbal and written communication skills and strategies to effectively communicate and collaborate with peers, families and communities.
	<b>Critical Dispositions 10(p), 10(q), 10(r), 10(s), 10(t)</b>	No effort or progress toward expressing value or importance of collaborating or communicating with peers, families or communities.	Communicates importance of and challenges involved in communicating/collaborating with peers, families and communities.	Productively contributes to collaborative experiences with peers, families and communities and/or takes on leadership roles. OR Recognizes opportunities and challenges involved in collaborating and identifies strategies to make productive collaborative interactions.	Creates and/or facilitates opportunities to collaborate with peers, families and communities and contributes to support or advocate for students.