

M.Ed. in Reading Portfolio Vision Statement Rubric

ILA Standard/Component Assessed	Exemplary (3)	Proficient (2)	Needs Improvement (1)
<p>1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.</p>	<p>Scope and breadth of discussion reflect a deep understanding of the major theories/theorists, concepts, and evidence-based components of reading development through the grades and its relationship with other aspects of literacy. Insightful connections are drawn to synthesize learning from across the program.</p>	<p>Correctly identifies a range of the major theories/theorists, concepts, and evidence-based components of reading development through the grades and its relationship with other aspects of literacy. Discussion is sufficiently deep and broad to reflect knowledge beyond the surface level. Valid connections are drawn between theories, concepts and components of development.</p>	<p>Correctly identifies few of the major theories/theorists, concepts, and evidence-based components of reading development through the grades and its relationship with other aspects of literacy. Discussion may be at the surface level, inaccurate, and/or disconnected.</p>
<p>1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of the sequence of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.</p>	<p>Scope and breadth of discussion reflect a deep understanding of the major theories/theorists, concepts, and evidence-based components of writing development through the grades and its relationship with other aspects of literacy. Insightful connections are drawn to synthesize learning from across the program.</p>	<p>Correctly identifies a range of the major theories/theorists, concepts, and evidence-based components of writing development through the grades and its relationship with other aspects of literacy. Discussion is sufficiently deep and broad to reflect knowledge beyond the surface level. Valid connections are drawn between theories, concepts and components of development.</p>	<p>Correctly identifies few of the major theories/theorists, concepts, and evidence-based components of writing development through the grades and its relationship with other aspects of literacy. Discussion may be at the surface level, inaccurate, and/or disconnected.</p>

ILA Standard/Component Assessed	Exemplary (3)	Proficient (2)	Needs Improvement (1)
<p>1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.</p>	<p>Scope and breadth of discussion reflect a deep understanding of the major theories/theorists, concepts, and evidence-based components of language development through the grades and its relationship with other aspects of literacy. Insightful connections are drawn to synthesize learning from across the program.</p>	<p>Correctly identifies a range of the major theories/theorists, concepts, and evidence-based components of language development through the grades and its relationship with other aspects of literacy. Discussion is sufficiently deep and broad to reflect knowledge beyond the surface level. Valid connections are drawn between theories, concepts and components of development.</p>	<p>Correctly identifies few of the major theories/theorists, concepts, and evidence-based components of writing development through the grades and its relationship with other aspects of literacy. Discussion may be at the surface level, inaccurate, and/or disconnected.</p>
<p>Description of vision, vision implementation, and knowledge of classroom literacy practice</p>	<p>Clear, complete, and detailed explanation of how vision might be implemented in a school or district reflects deep understanding of classroom literacy practices; discussion is well supported and illustrated by portfolio artifacts (where appropriate).</p>	<p>Explanation of how vision might be implemented in a school or district reflects knowledge of classroom literacy practices; discussion is appropriately connected to portfolio artifacts (where appropriate).</p>	<p>Explanation of how vision might be implemented in a school or district is unclear due to faulty language, insufficient detail, and/or too few examples. Connections between vision and implementation may be few and/or invalid. Connections to portfolio artifacts may be unclear or inappropriate.</p>

ILA Standard/Component Assessed	Exemplary (3)	Proficient (2)	Needs Improvement (1)
Information related to motivation, engagement, culturally relevant materials and pedagogy, and assessment	Scope and breadth of discussion reflect insightful understanding of all required elements.	Discussion addresses all required elements accurately and with sufficient depth to reflect knowledge beyond the surface level.	Discussion may fail to address all required elements, may address some inaccurately, and/or may address most elements at only the surface level.
Creativity, organization, grammar, and mechanics. Scope and breadth of discussion reflect comprehensive knowledge and insightful understanding of all required elements.	The vision statement is 8-10 pages in length (12-point font, double-spaced, 1-inch margins). Writing is error-free and clear, with artful use of vocabulary and language. Varied sentence structures and transitions support smooth reading. Clear communication of author's purpose throughout. Research citations are included to support the writer's ideas and thinking where appropriate.	The vision statement is 8-10 pages in length (12-point font, double-spaced, 1-inch margins). Writing is error-free and clear. Sentence structures and transitions enhance the writing. Research citations are included to support the writer's ideas and thinking where appropriate.	The vision statement is 8-10 pages in length (12-point font, double-spaced, 1-inch margins). Writing has several errors and/or is unclear at times. Minimal citations may be included.