Portfolio Assessment - Mathematics

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ UMID\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester/Year: \_\_\_\_/\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The University of Mississippi School of Education develops educators who **imagine** equality, excellence, and caring, educators who **innovate** through practice, collaboration, and assessment, and educators who **inspire** professionalism, transformation, and leadership.

## Evaluation Scale An evaluator will examine the portfolio and highlight or circle the appropriate box for each standard based on the following descriptions

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| No artifacts are associated with the standard | The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported. | An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support. | A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported. |

# Imagine

1. Equality - Demonstrates an expectation that all students can learn and are a vital part of the learning community

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

2. Excellence - Demonstrates outstanding content knowledge....

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

...and pedagogical knowledge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.1. Candidate demonstrates knowledge of instructional technology specifically for the mathematics classroom | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| 2.2 Candidate demonstrates ability to select and use appropriate instructional strategies and materials specifically for the mathematics classroom | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| 2.3 Candidate demonstrates ability to lead classes in mathematical problem solving and in development of in-depth conceptual understanding as well as procedural fluency | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| 2.4 Candidate demonstrates knowledge of mathematical reasoning, communication, connections, and representations and demonstration of such knowledge in the mathematics classroom and instructional planning | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| 2.5 Candidate demonstrates attention to equity through the use of multiple instructional strategies including listening to and understanding the ways students think about mathematics | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |
| 2.6 Candidate demonstrates attention to research results in the teaching and learning of mathematics | **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

3. Caring - Displays sensitivity to students' needs.

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

# Innovate

4. Collaboration - Works with relevant stakeholders to advance student learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

5. Practice - Designs and uses educational environments and instructional practices to meet all students’ needs, abilities, and interests.

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

6. Assessment - Understands and thoughtfully uses formal and informal evaluation strategies

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

# Inspire

7. Professionalism - Models poise, maturity, and sound judgment

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

8. Transformation - Engages in continuous self-evaluation and improvement

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

9. Leadership - Acts as a steward of the profession

|  |  |  |  |
| --- | --- | --- | --- |
| **No Evidence (0)** | **Ambiguous (1)** | **Approaches (2)** | **Aligns (3)** |

## Score \_\_\_\_\_\_\_\_\_\_\_\_/45

## Additional Comments: