English Portfolio 2021 NCTE Stnds (rev 2023)

You may wish to change your printer settings to "landscape" mode if you have a rubric with many performance columns.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
COMPONENT 1.1: CANDIDATES GATHER AND INTERPRET COMPREHENSIVE DATA ON LEARNERS' INDIVIDUAL DIFFERENCES, IDENTITIES, AND FUNDS OF KNOWLEDGE TO FOSTER INCLUSIVE LEARNING ENVIRONMENTS THAT ACTIVELY ENGAGE ALL LEARNERS IN ELA.	Includes all of Meets, plus: Opportunities to incorporate secondary student's individual differences, identities, and funds of knowledge are integrated throughout each lesson in the plan and supported by best practices and evidence.	The Portfolio activities indicate the candidate has incorporated information learned during the program about secondary students' individual differences, identities, and funds of knowledge in an evidence-based attempt to design lessons that foster inclusive learning environments that actively engage all learners in ELA.	The Portfolio activities provide evidence of some attention to the candidate's awareness of the need to plan for secondary students' individual differences, identities and funds of knowledge, but opportunities to foster inclusive learning environments to actively engage all learners in ELA are not consistently represented.	The Portfolio does not provide evidence of attention to secondary students' individual differences, identities, and funds of knowledge. Opportunities to foster inclusive learning environments are either not present or not aligned to best practices.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
COMPONENT 1.2: CANDIDATES APPLY AND DEMONSTRATE KNOWLEDGE OF HOW THE CONSTRUCTS OF ADOLESCENCE/ADOLESCENTS AND LEARNERS' IDENTITIES AFFECT LEARNING EXPERIENCES TO FOSTER COHERENT, RELEVANT, INCLUSIVE, AND ANTIRACIST/ANTIBIAS INSTRUCTION THAT CRITICALLY ENGAGES ALL LEARNERS IN ELA.	Includes all of Meets, plus: Portfolio provides clear and accurate rationale for instructional plans that are aligned to best practices in ELA instruction for meeting student needs with regard to adolescence and learner identities, with the intent to foster coherent, relevant, inclusive and antiracist/antibias instruction. Additional resources and sources of these practices are documented and reflective of best practices in the field.	The activities and lessons included in the Portfolio effectively demonstrate the candidate's knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all learners in ELA.	Elements of the Portfolio indicate that the candidate is able to develop lessons with the constructs of adolescence and learner identities, but evidence of consistent planning throughout the unit that fosters coherent, relevant, inclusive antiracist/antibias instruction is limited.	The Portfolio does not provide evidence of the candidate's ability to plan based on knowledge of adolescence and learner identities, and or, experiences fostering coherent, relevant, inclusive, and antiracist/antibias instruction to critically engage all learners is either missing or not aligned with best practices.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
COMPONENT 1.3: CANDIDATES APPLY AND DEMONSTRATE KNOWLEDGE OF LEARNING PROCESSES THAT INVOLVE INDIVIDUALLY, COLLABORATIVELY, AND CRITICALLY ACCESSING, CONSUMING, CURATING, AND CREATING TEXTS (E.G., PRINT, DIGITAL, MEDIA).	Includes all of Meets, plus: The rationale for instructional grouping, activities and events are thoroughly explained, incorporating references to research and best practices in the field.	The activities and lessons included in the Portfolio effectively document the candidate's knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media).	Opportunities for students to individually and/or collaboratively critically assess, consume, curate, and create a variety of texts are present, but not well-integrated into the Portfolio goals and objectives. Opportunities provided seem tertiary to the desired outcomes of the lessons.	The Portfolio does not provide opportunities for students to individually and/or collaboratively critically assess, consume, curate, and create a variety of texts, or opportunities that are provided do not align well with desired outcomes and/or best practices.
COMPONENT 3.1: CANDIDATES USE A VARIETY OF RESOURCES AND TECHNOLOGIES TO PLAN COHERENT, RELEVANT, STANDARDS-ALIGNED,	Includes all of Meets, plus: The Portfolio provides a detailed list of all external resources, including	The Portfolio incorporates sufficient resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated	Some resources and technologies that incorporate theory, research, and ELA knowledge are provided in	The Portfolio does not provide evidence of the use of sufficient resources and technologies to plan instruction

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ANTIRACIST/ANTIBIAS, AND DIFFERENTIATED INSTRUCTION THAT INCORPORATES THEORIES, RESEARCH, AND KNOWLEDGE OF ELA TO SUPPORT AND ENGAGE ALL LEARNERS IN MEETING LEARNING GOALS.	technological resources and accurately describes how they relate to specific classroom practices embedded in the lessons in order to differentiate instruction and to support and engage all learners.	instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	the Portfolio, but the depth and breadth of these additional resources is lacking.	based on student learning needs, inclusive environments and best practices in the field.
COMPONENT 3.2: CANDIDATES IDENTIFY AND/OR DESIGN FORMATIVE AND SUMMATIVE ASSESSMENTS THAT REFLECT ELA RESEARCH, ALIGN WITH INTENDED LEARNING OUTCOMES, AND ENGAGE LEARNERS IN MONITORING THEIR	Includes all of Meets, plus: A variety of different types of well-aligned formative and summative assessments are present throughout the entire unit, with specific opportunities for the	The Portfolio includes appropriate formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.	The Portfolio includes some formative and summative assessments that may result in data-informed decision-making for instruction; however, opportunities for	Formative and/or summative assessments are not provided, or those that are provided do not appear to adhere to best practices for instruction and instructional assessment in

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PROGRESS TOWARD ESTABLISHED GOALS.	candidate to evaluate data and re-direct instruction as needed based on the information gathered.		incorporation of these data in instructional planning and implementation is unclear and/or the data from planned assessments does not consistently align with intended outcomes.	the discipline. It may be unclear how assessments align to stated standards or objectives or how data from provided assessments may be used to better inform instructional practice.