

**Campbellsville University**  
**School of Education**  
**Special Education Program**  
**EXIT CAP Portfolio Evaluation Rubric**

CU ID# _____	Major _____
Name _____	Evaluator Code _____
Date _____	Holistic Portfolio Score _____

Directions: Record a *holistic* score for each standard and an *analytical* score for each indicator.

Scoring Guide: 3=Satisfactory      2=Progress Made      1=Unsatisfactory

Important Note: Evidence for evaluating KTS I, II, IV, VI, VII in *CAP 7 portfolios* is located in the TPA Section of the portfolio.

General Portfolio Requirements	3	2	1
a. Cover Page	3	2	1
b. Table of Contents	3	2	1
c. Signed form verifying original work and permission to review	3	2	1
d. Self evaluation of portfolio	3	2	1
e. Resume/vita	3	2	1
f. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced)	3	2	1
g. 1 ½ to 2 inch notebook with tabs that extend beyond the document pages	3	2	1
h. Represents competency in writing skills	3	2	1

Standard I: The Teacher Demonstrates Applied Content Knowledge	3	2	1	Score
<b>a. Communicates concepts, processes and knowledge</b>	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct, and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students or overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge	
<b>b. Connects content to life experiences of students</b>	Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences of students	
<b>c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b>	Uses instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning	
<b>d. Guides students to understand content from various perspectives</b>	REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	
<b>e. Identifies and addresses</b>	REGULARLY identifies	SOMETIMES identifies	RARELY or NEVER	

<b>students' misconceptions of content</b>	misconceptions related to content and addresses them during planning and instruction	misconceptions related to content and addresses them during planning and instruction	identifies misconceptions related to content and addresses them during planning and instruction	
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<b>Standard II: The Teacher Designs and Plans Instruction</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Develops significant objectives aligned with standards</b>	States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards	States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline	Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards	
<b>b. Uses contextual data to design instruction relevant to students</b>	Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data	Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data	
<b>c. Plans assessments to guide instruction and measure learning objectives</b>	Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives	
<b>d. Plans instructional strategies and activities that address learning objectives for all students</b>	Aligns MOST instructional strategies and activities with learning objectives for all students	Aligns SOME instructional strategies and activities with learning objectives for all students	Aligns FEW instructional strategies and activities with learning objectives for all students	
<b>e. Plans instructional strategies and activities that facilitate multiple levels of learning</b>	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher-order thinking	

<b>Standard III: The Teacher Creates and Maintains Learning Climate</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Communicates high expectations</b>	Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these objectives	Sets significant and challenging objectives for students BUT does not communicate confidence in students' ability to achieve these objectives	Does not set significant and challenging objectives for students AND does not communicate confidence in students	
<b>b. Establishes a positive learning environment</b>	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students	Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT efforts are ineffective and/or appropriate	Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior	
<b>c. Values and supports student diversity and addresses individual needs.</b>	Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods	Inconsistently supports student diversity and addresses individual needs or uses a LIMITED repertoire of strategies and methods	Makes LITTLE or NO attempt to respond to student diversity and individual needs – tends to use a “one size fits all” approach	
<b>d. Fosters mutual respect between teacher and students and among students</b>	Consistently treats all students with respect and concern AND monitors student interactions to encourage students to treat each other with respect and concern	Inconsistently treats all students with respect OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students	
<b>e. Provides a safe</b>	Creates a classroom environment that	Creates a classroom	Fails to create an	

<b>environment for learning</b>	is BOTH emotionally and physically safe for all students	environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students	emotionally AND physically safe environment for students	
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<b>Standard IV: The Teacher Implements and Manages Instruction</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Uses a variety of instructional strategies that align with learning objectives and actively engage students</b>	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning objectives OR tasks are aligned with learning objectives BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning objectives	
<b>b. Implements instruction based on diverse student needs and assessment data</b>	Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances when needed	Implements instruction based on diverse student needs and assessment data BUT does not adapt instruction to unanticipated circumstances when needed	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed	
<b>c. Uses time effectively</b>	Establishes EFFICIENT procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time	Establishes SOMEWHAT efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is SOME UNNECESSARY loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transactions, and organizing and monitoring group work resulting in significant loss of instructional time	
<b>d. Uses space and materials effectively</b>	Uses classroom space AND materials effectively to facilitate student learning	Uses classroom space but not materials to effectively facilitate student learning OR uses materials but not classroom space to effectively facilitate student learning	Fails to effectively use classroom space AND materials to facilitate student learning	
<b>e. Implements and manages instruction in ways that facilitate higher-order thinking</b>	CONSISTENTLY uses a variety of appropriate strategies to facilitate higher-order thinking	SOME instruction promotes higher-order thinking	LITTLE or NO instruction promotes higher-order thinking	

<b>Standard V: The Teacher Assesses and Communicates Learning Results</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Uses pre-assessments</b>	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students	SOMETIMES uses pre-assessments to establish baseline knowledge and skills for all students	DOES NOT USE pre-assessments to establish baseline knowledge and skills for all students	
<b>b. Uses formative assessments</b>	Uses a variety of formative assessments to determine each student's progress and guide instruction	Uses SOME formative assessments to determine each student's progress and guide instruction BUT offers LITTLE variety	Does not use a variety of formative assessments to determine each student's progress and guide instruction AND offers NO variety	
<b>c. Uses summative assessments</b>	Uses varied summative assessments to determine each student's progress	Uses LITTLE variety in summative assessments to determine each student's progress	Uses NO variety in summative assessments to determine each student's progress	
<b>d. Describes, analyzes, and</b>	Analyzes assessment data to guide	Analyzes assessment data to	Does not analyze	

<b>evaluates student performance data</b>	instruction and learning and measure learning progress	guide instruction and learning OR to measure learning progress	assessment data to guide instruction OR measure learning progress	
<b>e. Communicates learning results to students and parents</b>	Communicates learning results to students AND parents in a meaningful and timely manner	Communicates learning results to students OR parents in a meaningful and timely manner	Does not communicate learning results to students AND parents in a meaningful and timely manner	
<b>f. Allows opportunity for student self-assessment</b>	CONSISTENTLY promotes opportunities for students to engage in accurate self-assessment of learning	SOMETIMES promotes opportunities for students to engage in accurate self-assessment of learning	RARELY OR NEVER promotes opportunities for students to engage in accurate self-assessment of learning	

<b>Standard VI: The Teacher Demonstrates the Implementation of Technology</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Uses available technology to design and plan instruction</b>	REGULARLY uses technology to design and plan instruction	SOMETIMES uses technology to design and plan instruction	RARELY or NEVER uses technology to design and plan instruction	
<b>b. Uses available technology to implement instruction that facilitates student learning</b>	REGULARLY uses technology to implement instruction and facilitate student learning	SOMETIMES uses technology to implement instruction and facilitate student learning	RARELY or NEVER uses technology to implement instruction and facilitate student learning	
<b>c. Integrates student use of available technology into instruction</b>	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	
<b>d. Uses available technology to assess and communicate student learning</b>	REGULARLY uses technology to assess and communicate student learning	SOMETIMES uses technology to assess and communicate student learning	RARELY or NEVER uses technology to assess and communicate student learning	
<b>e. Demonstrates ethical use of technology</b>	Ensures that personal use and student use of technology are ethical and legal	Ensures that personal use OR student use of technology are ethical and legal	DOES NOT ensure that personal use OR student use of technology is ethical and legal	

<b>Standard VII: Reflects on and Evaluates Teaching and Learning</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Uses data to reflect on and evaluate student learning</b>	REGULARLY reflects on and evaluates student learning using appropriate data	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	
<b>b. Uses data to reflect on and evaluate instructional practice</b>	REGULARLY reflects on and evaluates instructional practice using appropriate data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on and evaluates instructional practice using appropriate data	
<b>c. Uses data to reflect on and identify areas for professional growth</b>	REGULARLY identifies areas for professional growth using appropriate data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	

<b>Standard VIII: Collaborates with Colleagues/Parents/Others</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Identifies students whose learning could be enhanced by collaboration</b>	Identifies TWO or more students whose learning could be enhanced by collaboration AND provides an appropriate rationale	Identifies ONE student whose learning could be enhanced by collaboration AND provides an appropriate rationale	Does not identify any students whose learning could be enhanced by collaboration OR	

			identifies students but provides no appropriate rationale.	
<b>b. Designs a plan to enhance student learning that includes all parties in the collaborative effort</b>	Designs a plan to enhance student learning that includes ALL parties in the collaborative effort	Designs a plan to enhance student learning that includes SOME parties in the collaborative effort	Does not design a plan OR the plan does not enhance student learning	
<b>c. Implements planned activities that enhance student learning and engages all parties</b>	Implements planned activities that enhance student learning AND engage ALL parties	Implements planned activities that enhance student learning AND engage SOME parties	Does not implement planned activities OR plan does not enhance student learning	
<b>d. Analyzes data to evaluate the outcomes of collaborative effort</b>	Analyzes student learning data to evaluate the outcomes of collaboration AND identifies next steps	Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps	Does not evaluate outcomes of collaboration OR does not analyze student learning data to evaluate outcomes of collaboration	

<b>Standard IX: Evaluates Teaching and Implements Professional Development</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Self-assesses performance relative to Kentucky Teacher Standards</b>	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	Does not assess current performance on Kentucky Teacher Standards	
<b>b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues</b>	Identifies priority areas for growth based on self-assessment, student performance, AND feedback from colleagues	Identifies priority areas for growth based on self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self-assessment, student performance or feedback from colleagues	
<b>c. Designs a professional growth plan that addresses identified priorities</b>	Designs a clear, logical professional growth plan AND addresses all identified priorities	Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	
<b>d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning</b>	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	

<b>Standard X: Provides Leadership Within School/Community/ Profession</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school</b>	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	
<b>b. Develops a plan for engaging in leadership activities</b>	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the	

			professional environment OR has developed no plan	
<b>c. Implements a plan for engaging in leadership activities</b>	Implements a well-organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	
<b>d. Analyzes data to evaluate the results of planned and executed leadership efforts</b>	REGULARLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	