

**AZRIELI GRADUATE SCHOOL**  
**Professional Portfolio Assessment Rubric**

*\*For each component, record only 1 score (1, 2, or 3) in the shaded box*

Component	1 Unacceptable	2 Acceptable	3 Target	Score 1, 2, or 3
<b>1. Introduction to portfolio</b>	Provides vague or no definition of the purpose and/or organization of the portfolio.	Defines the purpose and organization of the portfolio.	Organization of the portfolio is professional, precise, well thought out, and logical.	
<b>2. Philosophy statement that reflects Azrieli goals (noted at the end of the rubric)</b>	Offers no or minimal evidence of the importance of a well-articulated philosophy related to the goals.	Offers an articulated philosophy related to the goals.	Offers reflective, and well-articulated philosophy (and beliefs) related to the goals; provides concrete examples from experience.	
<b>3. Achievements based on knowledge (content as well as pedagogic) related to the Azrieli goals</b>	Specifies no or minimal demonstration of knowledge related to the goals.	Specifies clear areas or domains that demonstrate knowledge related to the goals.	Demonstrates mastery of knowledge related to the goals; adds concrete examples that demonstrate knowledge related to the goals.	
<b>4. Achievements based on pedagogical skills related to the Azrieli goals</b>	No or minimal demonstration of skills throughout portfolio related to the goals	Includes clear descriptions of multiple pedagogical skills crucial to effective teaching related to the goals	Not only clearly describes multiple pedagogical skills but provides concrete ways the candidate could utilize or has utilized such skills to improve student learning related to the goals	
<b>5. Achievements based on dispositions related to the Azrieli goals (1, 2, 3, 8)</b>	Demonstrates no or minimal familiarity with dispositions expected of professionals related to the goals	Articulates dispositions related to lifelong learning, desire to work with Jewish youth to help them grow academically, emotionally, and socially, a commitment to Jewish education, etc. related to the goals	Same as category 2 but adds concrete examples or ways such dispositions will be or have been actualized in teaching in a Jewish day school or yeshiva	
<b>6. Documentation/choice of artifacts directly related to the Azrieli goals</b>	Artifacts do not or minimally illustrate knowledge, skills, and dispositions related to the goals	Artifacts provide support for and show evidence of stated knowledge, skills, and dispositions related to the goals	Same as category 2 but also provide reflections on why particular artifacts were selected and how they demonstrated competencies related to the goals	

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<b>7. Reflective entries/ explanations</b>	Provides minimal and/or lacks insight, critical thinking, and problem solving.	Provides reflective insights with evidencing of critical thinking and problem solving	Provides thoughtful, deep reflections with frequent insights, critical thinking, and problem solving	
<b>8. Writing/ mechanics</b>	The use of standard written English is unsatisfactory. More than 10 errors in punctuation, capitalization, subject-verb agreement exist, and/ or excessive fragments or run-ons detract from content. Syntax and word choice are unsatisfactory, and/ or writing lacks cohesion.	The use of standard written English is satisfactory with no more than 5 errors in punctuation, capitalization, or subject-verb agreement; 2 or fewer fragments or run-ons. Syntax and word choice are satisfactory, and the writing is cohesive.	The use of standard written English is outstanding with virtually no errors in punctuation, capitalization, and subject-verb agreement. No fragments or run-ons. Syntax and word choices are clearly superior, and the writing reflects professional competency.	
<b>9. Organization &amp; appearance of the electronic portfolio</b>	The graphic and/or multimedia elements do not contribute to a clear presentation of one's teaching ability. Graphics and/or layout are confusing and detract from the content.	The graphic and/or multimedia elements or multimedia do contribute to a clear presentation of one's teaching ability. Graphics and/or layout support the content.	The graphic elements or multimedia very much contribute to a clear presentation of one's teaching ability. Graphics and/or layout are attractive and support the content clearly with no ambiguities. Incorporates audio and/or video artifacts.	
<b>10. Video excerpt with reflection</b>	No video is included, or one that is very short with little or no reflection	Video clearly demonstrates one's teaching (i.e., effective use of questioning skills, wait time, checking for understanding, etc.) and is accompanied by a reflection on the teaching.	Video clearly highlights the student's teaching ability and is accompanied by a detailed reflection pointing out achievements and areas for improvement.	
<b>11. Updated resume ends with a concluding statement</b>	Concluding statement is too brief and not very revealing.	Concluding statement is adequate and informative.	Concluding statement ties the portfolio together and indicates good, specific reasons for hiring the student.	

**Total Score Range 11 (lowest)-33 (highest)**

**PLACE TOTAL SCORE**

## **AZRIEILI PROGRAM GOALS:**

1. Graduates will display commitment to and competence in pedagogy that draws on instructional strategies that promote active engagement in a student-centered learning environment.
2. Graduates will display commitment to the broadest dissemination of Jewish education without regard to gender, race, ethnicity or disabilities.
3. Graduates will display competence in and commitment to the historical, social and psychological foundations of Jewish traditions and values.
4. Graduates will display competence in classroom management techniques and strategies appropriate to their chosen grade levels.
5. Graduates will display competence in the development and delivery of Jewish studies curricula in such areas as Bible, Talmud, prayer and Jewish history.
6. Graduates will display competence in the formative and summative assessment of learning in these areas of Jewish studies.
7. Because learning styles and capacities vary among their own students, graduates will display competence in and commitment to the delivery of differentiated instruction in Jewish studies based on assessments of their students' learning.
8. Graduates will display competence in and commitment to the use of innovative techniques and technologies in the delivery of Jewish studies curricula.