

NAME _____ REVIEWER _____

Portfolio Assessment Rubric

**For each component, record only 1 score (0, 1, 2, or 3) in each scoring box. To pass, a student needs a score of 22 or higher and no score below 2 in any component.*

Component	0 Missing	1 Unacceptable	2 Acceptable	3 Target	SCORE = 0,1, 2, or 3
1. Introduction to and organization of portfolio (Goal #7)		Vague or confusing introduction and/or organization	Clear introduction and logical organization	Clear and interesting introduction and logical, intuitive organization	
2. Philosophy statement that reflects vision of teaching based on AGS experience (Goals 2, 4, 6, 8)		Superficial statement with unclear vision and no connection to AGS experience	Statement illustrates depth of thought and vision and relates to the AGS experience	Statement is reflective, clearly articulated, enriched by specific examples from personal experience, and directly relates to AGS experience	
3. Artifacts (2) that demonstrate mastery of Judaic content knowledge (Goal 1)		Artifacts fail to or minimally demonstrate achievement in or mastery of Judaic content knowledge.	Artifacts come from teaching experience and demonstrate Judaic content knowledge.	Artifacts come from teaching experience and clearly and effectively demonstrate mastery of Judaic content knowledge.	
4. Artifacts (2) that demonstrate understanding and use of pedagogical knowledge and skills (Goals 3, 4, 5, 6)		Artifacts fail to or minimally demonstrate pedagogical knowledge and skills.	Artifacts come from teaching experience and demonstrate use of pedagogical knowledge and skills crucial for effective teaching.	Artifacts come from teaching experience and clearly demonstrate understanding and use of pedagogical knowledge and skills as manifested in effective teaching.	
5. Artifacts (2) that demonstrate required dispositions noted in the Azrieli goals (Goals 2, 8)		Artifacts fail to or minimally demonstrate familiarity with or expression of dispositions expected of AGS graduates.	Artifacts demonstrate several dispositions expected of AGS graduates.	Artifacts from 2 different sources in the candidate's work environment clearly demonstrate a number of required dispositions expected of AGS graduates.	
6. Video excerpt with reflection/explanation of lesson content and/or pedagogic knowledge, skills (Goals 1—8)		Brief and unclear video, with poor sound and/or limited demonstration and/or explanation of or reflection on content and/or pedagogic knowledge or skills	Clear video and audio; demonstrates particular content and/or pedagogic knowledge or skills and is accompanied by clear reflection on the content and/or pedagogic knowledge or skills illustrated	High-quality video and audio that clearly highlight the student's particular content and/or pedagogic knowledge and skills accompanied by a detailed reflection explaining the lesson and the skills illustrated	

Component	0 Missing	1 Unacceptable	2 Acceptable	3 Target	SCORE = 1, 2, or 3
7. Reflective explanations on each of the 4 artifact categories above (Goal 8)		Explanations offer superficial insight with little evidence of connection to coursework, teaching, or AGS goals.	Explanations offer insights with some evidence of connection to coursework, teaching, or AGS goals	Explanations offer thoughtful insights with specific evidence for each on connections among coursework, teaching, and AGS goals.	
8. Writing/mechanics		Errors in mechanics, grammar, and/or sentence structure interfere with understanding. Writing is confusing or awkward, not well organized, has no clear introduction or conclusion, and /or lacks academic and professional competency.	Satisfactory writing with few/minor errors in mechanics, grammar, and/or sentence structure. Writing is clear and organized, contains an introduction and a conclusion, and reflects academic and professional competency.	Outstanding writing with virtually no errors in mechanics, grammar, or sentence structure. Writing is fluent, well organized, and engaging; contains a strong introduction and a conclusion, and reflects academic and professional excellence.	
9. Portfolio appearance (Goal 7)		Graphics and/or multimedia detract from a clear presentation of candidate's AGS/teaching experience. Font, color, and design detract from presentation.	Graphics and/or multimedia contribute to a clear presentation of candidate's AGS/teaching experience. Font, color, and design are attractive and support the content.	Graphics and/or multimedia are engaging and highlight the candidate's AGS/teaching experience. Font, color, and design are attractive throughout and support the content, modified as necessary to highlight each domain.	
10. Concluding statement		Concluding statement is brief / repetitive.	Concluding statement is adequate and professional.	Concluding statement ties the portfolio together, summarizes highlights, and serves as a ribbon on a package.	
11. Current resume		Resume is written in non-standard form.	Resume is written in standard form; attractive.	Resume is highly professional and attractive.	

Total Score: Range 0 (lowest)-33 (highest)

PLACE TOTAL SCORE
