

**ADMISSION SEMESTER ePortfolio Rubric  
EDU 303, Early Childhood Education**

Evidence / Levels	MET	NOT MET
<b>Preliminary Documents</b>	<p>Includes the following documents or links:</p> <ul style="list-style-type: none"> <li>• Signed Curriculum Contract</li> <li>• Statement of Ownership</li> <li>• NKU Code of Ethics &amp; Professional Code of Ethics for Kentucky School Personnel (include compliance statement if using links to websites)</li> </ul> <p><b>Resume</b></p> <ul style="list-style-type: none"> <li>• Up to date</li> <li>• Follows format</li> <li>• Sufficient detail</li> <li>• Control of surface features</li> </ul> <p><b>Philosophy Statement</b></p> <p>Includes discussion of at least one philosopher with a connection to classroom practice, showing:</p> <ul style="list-style-type: none"> <li>• Understanding of the philosopher's thinking</li> <li>• Why this philosophy was adopted</li> <li>• Implications for instruction</li> <li>• Control of surface features</li> </ul>	<p>-Missing one or more of the following:</p> <ul style="list-style-type: none"> <li>• Signed Curriculum Contract</li> <li>• Statement of Ownership</li> <li>• NKU Code of Ethics &amp; Professional Code of Ethics for Kentucky School Personnel</li> </ul> <ul style="list-style-type: none"> <li>• Not up to date</li> <li>• Format not followed</li> <li>• Errors in surface features</li> <li>• Missing most necessary information</li> </ul> <p>Discussion of a personal philosophy of teaching, failing to show</p> <ul style="list-style-type: none"> <li>• A link to a philosopher/theorist's thinking</li> <li>• Why this philosophy was adopted</li> <li>• Implications for instruction</li> <li>• Errors in surface features</li> </ul>
<b>Teaching and Learning Context</b>	<p><b>If in two 8-week placements, the following must be completed for each:</b></p> <ul style="list-style-type: none"> <li>• Course &amp; section</li> <li>• Semester &amp; year</li> <li>• District &amp; school</li> <li>• Cooperating Teacher</li> <li>• Grade/subject</li> <li>• Percent minority students in school</li> <li>• Percent students in school receiving free/reduced lunch</li> </ul> <p>Factors addressed in detail:</p> <ul style="list-style-type: none"> <li>• School / district factors</li> <li>• Classroom factors</li> <li>• Student characteristics of all students worked with this semester, including diversity demographics (socio-economic, ethnic/racial, students with disabilities, limited English proficiency)</li> <li>• Implications for instruction</li> </ul> <p>Control of surface features</p>	<p>Demographic information is missing or incomplete.</p> <p>Does not address one or more of the following:</p> <ul style="list-style-type: none"> <li>• School / district factors</li> <li>• Classroom factors</li> <li>• Student characteristics</li> <li>• Implications for instruction</li> </ul> <p>Does not address factors for both 8-week placements, if applicable.</p> <p>Errors in surface features distract the reader.</p>
<b>Artifacts</b>	<p>Artifact section includes:</p> <ul style="list-style-type: none"> <li>• Minimum of <b>3</b> artifacts; may include more</li> <li>• Artifacts demonstrating a clear connection to the IECE Kentucky Teacher Standards 5 and 9 (other Standards may also be demonstrated)</li> <li>• Titles or brief description identifying artifacts, with IECE KTS performance criteria listed</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer than 3 artifacts</li> <li>• Missing artifact(s) for KTS 5 or 9</li> <li>• No title/description or IECE KTS performance criteria for artifacts</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Holistic reflection explains professional growth during span of Admission coursework (EDU 300, 305, 313, EDS 360, and practicum)</li> <li>• Detailed description of interactions/</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or vague description of professional growth, or not linked to IECE KTS</li> <li>• Impact on student learning vague or missing</li> </ul>

	<p>collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, limited English proficiency;</p> <ul style="list-style-type: none"> <li>• At least 1 of the 4 categories must be specifically addressed by end of Adm Sem</li> <li>• Includes discussion of campus experiences and observations, and cites each artifact, explaining connections to IECE KTS performance criteria, impact on professional growth and future student learning</li> <li>• IECE KTS performance criteria cited are linked, footnoted, or listed at end of reflection</li> <li>• Control of surface features</li> </ul>	<ul style="list-style-type: none"> <li>• Missing or vague discussion of campus experiences and observations</li> <li>• Artifact connections to IECE KTS performance criteria not correct, or not clearly explained</li> <li>• IECE KTS performance criteria not listed at end</li> <li>• Errors in surface details distract reader</li> </ul>
<p><b>Timeline for assessment attempts</b></p>	<ul style="list-style-type: none"> <li>• <b>Must meet all requirements by the third assessment appointment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Not coming to an assessment appointment (no-show) counts as one failed attempt</li> <li>• At third assessment appointment, some requirements not met</li> </ul>

Revised 5-09