Purpose of Portfolio Assessment:
The portfolio provides a qualitative means of assessing student progress at important points in the teacher development process. This highly individualized product allows the candidate an opportunity to demonstrate his/her unique qualification for the profession. The portfolio should contain a collection of documents that provides tangible evidence of the knowledge, skills and dispositions each candidate possesses as a growing professional (Campbell, 2006).

Requirements for the #316 Reading Teacher License portfolio include IRA standards. Please contact the Director of Education Advising for specific information.

1. **Title page must include:**
   - Your name
   - Area of licensure

2. **Introduction Letter**
   Write a letter of introduction (approximately 1 page) to be included in your portfolio. This letter should be written in business letter format and summarize the experience and qualifications that you have gained from your student teaching practicum.

3. **Wisconsin Teacher Standards (WITS)**
   Provide a self-generated artifact and type a rationale to demonstrate your proficiency in each WITS for each section of the portfolio.
   - Section 1  Teachers know the subjects they are teaching.
   - Section 2  Teachers know how children grow.
   - Section 3  Teachers understand that children learn differently.
   - Section 4  Teachers know how to teach.
   - Section 5  Teachers know how to manage a class.
   - Section 6  Teachers communicate well.
   - Section 7  Teachers are able to plan different kinds of lessons.
   - Section 8  Teachers know how to test for student progress.
   - Section 9  Teachers are able to evaluate themselves.
   - Section 10 Teachers are connected with other teachers and the community.

   **Context**
   - Provide a brief description of the artifact and how it was used in your student teaching practicum.

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Revisions Required</th>
</tr>
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<tbody>
<tr>
<td>➖</td>
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<tr>
<td>✓</td>
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</tbody>
</table>
   - Clearly state to which WITS the artifact is connected.
Additional Licensure Portfolio (page 2)

Rationale
- Analyze each artifact for ways in which it exemplifies the WITS.
- Discuss the impact on your own teaching practice and student learning.
- See rubric:

<table>
<thead>
<tr>
<th>Understanding of the WITS</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates a considerably thoughtful analysis related to the WITS and the artifact.</td>
<td>Articulates a thorough analysis related to the WITS and the artifact.</td>
<td>Articulates a limited or inconsistent analysis related to the WITS and the artifact.</td>
<td>Analysis of the WITS is absent or not clearly articulated.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on teaching practice and student learning</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a concise description of significant implications for teaching practice and student learning.</td>
<td>Provides a description of implications for teaching practice and student learning.</td>
<td>Provides limited implications for teaching practice and student learning.</td>
<td>Implications for teaching practice and student learning are lacking.</td>
<td></td>
</tr>
</tbody>
</table>

Other Information
1. An artifact may be used more than once.
2. Any use of photographs of children requires written permission from a parent or legal guardian and must be included.
3. When referring to students and/or teachers, use pseudonyms.
4. Portfolio must be well written and professionally assembled to be considered proficient.
5. Each of the 10 sections must receive a score of Proficient or above.
6. If one or more sections are missing or not proficient, you will have ONE opportunity for resubmission. You must resubmit revisions within two weeks. Please contact the reader once you have resubmitted.

Revised: 8/09