PRODUCT DESCRIPTIONS for the LITERACY PORTFOLIO ASSESSMENT FORM

Demonstrates knowledge and understanding of the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards from grade one through grade twelve.

Minimal: Contains few, if any, artifacts demonstrating an understanding of the concepts, skills and processes pertaining to the teaching of reading and the language arts in grades 1-12.

Basic: Includes several artifacts which demonstrate an understanding of the concepts, skills and processes pertaining to the teaching of reading and the language arts in grades 1-12. Understanding is sound and essential to the field although rudimentary or basic in its scope.

Proficient: Incorporates several artifacts which clearly demonstrate a good understanding of the concepts, skills and processes pertaining to the teaching of reading and the language arts in grades 1-12.
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Advanced: Showcases exemplary mastery of an understanding of the concepts, skills and processes pertaining to the teaching of reading and the language arts in grades 1-12.

Exhibits growth in understanding the process of language development and the history of The English language including knowledge of reading research and histories of reading

Minimal: Contains little or no documentation for the process of language development or the English language.

Basic: Contains a few basic artifacts documenting the student's knowledge of language development and the history of the English language, but no evidence of research on the topic.

Proficient: Includes several relevant artifacts that reflect the student's knowledge of language development and the history of the English language. Able to articulate how teaching practices relate to reading research.

Advanced: Noteworthy collection of artifacts clearly demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity, including being able to identify, explain, compare, and contrast the theories and research in the areas of language development as they relate to reading instruction

Demonstrates knowledge of the major components of reading (including phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in effective reading

Minimal: Contains few, if any, appropriate artifacts that demonstrate knowledge of word identification/analysis, decoding, vocabulary, spelling and comprehension skills and strategies.

Basic: Includes several basic artifacts demonstrating knowledge of word identification/analysis, decoding, vocabulary, spelling and comprehension skills and strategies.

Proficient: Incorporates several relevant artifacts representing an in-depth knowledge of word identification/analysis, decoding, vocabulary, spelling and comprehension skills and strategies. Able to identify students' strengths and needs in integrating these components in fluent reading.

Advanced: Presents numerous, novel examples demonstrating an in-depth knowledge of word identification/analysis, decoding, vocabulary, spelling and comprehension skills and strategies. Able to identify students' strengths and needs in integrating these components in fluent reading and articulate the research that grounds their practice and recommendations.

Exhibits competence in literacy curriculum planning, assessment evaluation, improvement and state standards

Minimal: Contains few, if any, appropriate artifacts that demonstrate competency to plan and assess curriculum for improvement based on state literacy standards.

Basic: Selected artifacts focus on limited strategies for curriculum planning and assessment evaluation for improvement based on state literacy standards.

Proficient: Selected artifacts exhibit competency in curriculum planning, assessment evaluation, improvement and state.

Advanced: Demonstrates proficiency in curriculum planning, assessment evaluation, improvement and state.

Documents competence in adapting literacy instruction to a varied ability, cultural, linguistic and ethnic diversity.

Minimal: Little or no evidence to demonstrate competence in adapting literacy instruction to a varied ability, cultural, linguistic and ethnic diversity.

Basic: Artifacts demonstrate a limited competence in adapting literacy instruction to a varied ability, cultural, linguistic and ethnic diversity.

Proficient: Artifacts selected reflect a variety of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. Assist teachers in identifying, selecting, and demonstrating evidence-based practices for use with students at all instructional levels.

Advanced: Artifacts selected reflect a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. Ability to support and coach classroom teachers and paraprofessionals in these areas. Assist teachers in identifying, selecting, and demonstrating evidence-based practices for use with students at all instructional levels.

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Uses a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Minimal: Little or no evidence provided that demonstrates knowledge of or ability to use different literacy assessment tools

Basic: Artifacts demonstrate a basic understanding and ability to use different literacy assessment tools

Proficient: Artifacts selected demonstrate the use of a variety of literacy assessment tools, and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies

Advanced: Artifacts demonstrate strong ability to use a wide range of literacy assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Uses assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Minimal: Little or no evidence provided that demonstrates knowledge of or ability to use different literacy assessment tools to evaluate or revise instruction

Basic: Artifacts demonstrate a basic understanding of different literacy assessment tools to evaluate or revise instruction

Proficient: Artifacts selected demonstrate ability to use literacy assessments to identify students' proficiencies and difficulties and revise effective instruction that meets the needs of all students.

Advanced: Artifacts selected reflect ability to demonstrate appropriate use of assessments in their practice recognizing the variability in reading levels across children in the same grade and within a child across different subject areas. They recognize the need to make referrals for appropriate services. Able to train certified personnel to administer and interpret these assessments

Communicates results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, public officials, community

Minimal: Little or no evidence provided that demonstrates ability to interpret a student's reading profile from assessments and communicate assessment information to various audiences.

Basic: Artifacts demonstrate a basic understanding to interpret a student's reading profile from assessments and communicate assessment information to various audiences.

Proficient: Demonstrates the ability to interpret a student's reading profile from assessments and communicates assessment information to various audiences for instructional purposes

Advanced: Effectively and accurately interprets a student's reading profile from assessments and communicates assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

Provides evidence of professional growth through activities such as research, reading of Professional journals, reflection, professional conferences, presentations, publications etc., as well as the ability to lead professional development of other staff members in the area of literacy education

Minimal: Little or no evidence provided that demonstrates professional growth or ability to lead professional development activities

Basic: Artifacts illustrate initial professional development activities

Proficient: Identify and describe the characteristics of sound professional development programs

Advanced: Demonstrates knowledge and ability to plan, implement, coordinate and evaluate professional development efforts at the grade, school, and/or district levels, exhibits exemplary leadership skills in professional development

Model reading and writing as valued lifelong activities

Minimal: Little or no evidence provided that demonstrates the value of lifelong reading and writing activities

Basic: Artifacts reflect a basic understanding of lifelong reading and writing but no motivation to share these values.

Proficient: Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.

Advanced: Motivate learners to be lifelong readers, utilizing methods to effectively revise instructional plans to motivate all students. Assist certified personnel in designing programs that will intrinsically and extrinsically motivate students