

Literacy Portfolio Evaluation
Graduate School of Education - Concordia University Nebraska

Student Name	Cohort
Date	License Area
Evaluator:	

DIRECTIONS: Please check (☐) the level of performance which in your judgment best describes the candidate's knowledge, skills and attitudes (dispositions) for the designated standards. *Refer to the product descriptions suggested as representative evidence for each rating level.*

PERFORMANCE CATEGORIES		PERFORMANCE LEVELS								
Adapted from the NDE Rule 24 006.50 Guidelines for Reading Specialist		Minimal		Basic		Proficient		Advanced		
		1	2	3	4	5	6	7	8	9
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		☐	☐	☐	☐	☐	☐	☐	☐	☐
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		☐	☐	☐	☐	☐	☐	☐	☐	☐
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		☐	☐	☐	☐	☐	☐	☐	☐	☐
Exhibits competence in literacy curriculum planning, assessment evaluation, improvement and state standards		☐	☐	☐	☐	☐	☐	☐	☐	☐

Documents competence in adapting literacy instruction to a varied ability, cultural, linguistic and ethnic diversity .	☐	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐	☐
Communicates results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, public officials, community	☐	☐	☐	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐	☐	☐	☐
Models reading and writing as valued lifelong activities	☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments: