

## **URI School of Education Admission Portfolio Rubric**

### **Writing Rhode Island Professional Teacher Standard (RIPTS) Captions (categories C and D)**

Captions are short statements that describe how the specified evidence in your portfolio is related to the R IPTS. Applicants should refer to a few of the key standards (1-10), and may reference indicators as well (i.e. 1.4) if applicable.

**Example:** This paper on autism spectrum disorders addresses R IPTS 2 (content knowledge) and R IPTS 4 (diversity of learners) as it demonstrates my commitment to learning about issues of diversity and how these issues impact children in schools. It made me think specifically about R IPTS 4.3: how to ‘develop alternative instructional strategies’ for students with autism, as well as those with other learning differences.

### **A. Interpersonal & Communication Skills**

**Required Evidence:** SOE Form A-Overview Statement

#### **5- Well Above Standard**

Statement reflects the following:

- Compelling focus on “teaching” and desire to work with children/adolescents in a school setting;
- A sophisticated and thoughtful understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from compelling and varied life experiences;
- Sophisticated and thoughtful reference to academic experiences related to decision to become a teacher;
- Specifically references R IPTS and SOE Diversity Vision and directly relates to candidate’s life experiences;
- Mastery of mechanics and usage (i.e. no grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are exemplary

#### **4- Above Standard**

Statement reflects the following:

- Articulate focus on “teaching” and desire to work with children/adolescents in a school setting;
- A thoughtful understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from compelling life experiences;
- Thoughtful reference to academic experience(s) related to decision to become a teacher;
- References R IPTS and SOE Diversity Vision;
- Mastery of mechanics and usage (i.e. one or two grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are noteworthy

#### **3- Meets Standard**

Statement reflects the following:

- Focus on “teaching” and desire to work with children/adolescents in a school setting;
- An appropriate understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from appropriate life experiences;
- Reference to academic experience(s) relates to decision to become a teacher;
- Near mastery of mechanics and usage (i.e. one or two grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are acceptable

## **2- Approaches Standard**

Statement reflects the following:

- Weak or marginal focus on “teaching” and desire to work with children/adolescents in a school setting;
- A superficial or weak understanding of the role of a teacher in the lives of children/adolescents;
- Decision to become a teacher has not clearly evolved from life experiences;
- Little reference to academic experience as it relates to decision to become a teacher;
- Mechanics and usage are still developing (i.e. several grammar and spelling errors and/or inappropriate use of slang); writing and organization are sometimes confusing

## **1- Little Evidence**

Statement reflects the following:

- Little or no focus on “teaching” and desire to work with children/adolescents in a school setting;
- Little or no understanding of the role of a teacher in the lives of children/adolescents;
- No evidence that decision to become a teacher has evolved from life experiences;
- No reference to academic experience as it relates to decision to become a teacher;
- Poor mechanics and usage (i.e. numerous grammar and spelling errors and/or inappropriate use of slang); weak writing and organization

## **B. Academic Knowledge Base**

**Required Evidence:** 1) Academic transcripts from all colleges/universities attended; 2) Required Test Scores (Praxis 1/PPST, SAT, ACT, or GRE); 3) *Undergraduate applicants:* Letter of Recommendation from one of your instructors attesting to competence and enthusiasm for learning; *Graduate applicants:* Letter of Recommendation from one of your instructors OR Letter of Recommendation from supervisor attesting to competence and enthusiasm for learning in a work/volunteer environment. [Note: There is no Form B.]

## **C. Work Experience & Community Service with Children and/or Adolescents**

**Required Evidence:** 1) SOE Form C with reflection and RIPTS caption; 2) Letter of Recommendation and/or Formal Evaluation Form (e.g. EDC 250, HDF 203)

### **a) SOE Form C:**

## **5- Well Above Standard**

- SOE form C and reflection indicate that candidate has had meaningful and long-term interaction with children/adolescents in a school and community setting.
- RIPTS caption is included and directly relates to candidate’s work experience and community service with children and adolescents.

## **4- Above Standard**

- SOE form C and reflection indicate that candidate has had meaningful and long-term interaction with children/adolescents in a school and/or community setting;
- RIPTS caption is included.

### **3- Meets Standard**

- SOE form C and reflection indicate that candidate has had meaningful interaction with children/adolescents in a school and/or community setting;

### **2- Approaches Standard**

- SOE form C and reflection indicate that candidate's interaction with children/adolescents in a school or community setting has *only* been short-term.

### **1- Little Evidence**

- SOE form C and reflection indicate that candidate has had little or no meaningful interaction with children/adolescents in a school or community setting.

### **b) Letter of Recommendation or Formal Evaluation:**

#### **5- Well Above Standard**

- Letter of recommendation and/or formal evaluation form affirms in detail candidate's exceptional strengths in working with children / adolescents.

#### **4- Above Standard**

- Letter of recommendation and/or formal evaluation form affirms in detail candidate's strengths in working with children / adolescents.

#### **3- Meets Standard**

- Letter of recommendation and/or formal evaluation form affirms in some detail candidate's strengths in working with children / adolescents.

#### **2- Approaches Standard**

- Letter of recommendation and/or formal evaluation form is brief and lacking convincing detail concerning candidate's strengths in working with children/adolescents.

#### **1- Little Evidence**

- Letter of recommendation and/or formal evaluation form is brief and does not affirm candidate's strengths in working with children/adolescents, or is not included.

### **D. Multicultural / Diversity Awareness**

**Required Evidence:** SOE Form D with reflection and RIPTS caption.

#### **5- Well Above Standard**

- SOE form D and reflection indicate that candidate has had exceptionally meaningful life experiences that have informed his/her understanding of diversity.
- RIPTS caption is included and directly relates to candidate's understanding of diversity.

#### **4- Above Standard**

- SOE form D and reflection indicate that candidate has had varied life experiences that have informed his/her understanding of diversity.
- RIPTS caption is included.

### **3- Meets Standard**

- SOE form D and reflection indicate that candidate has had life experiences that have informed his/her understanding of diversity.

### **2- Approaches Standard**

- SOE form D and reflection indicate that candidate has had little life experience that has informed his/her understanding of diversity.

### **1- Little Evidence**

- SOE form D and reflection indicate that candidate has had little to no life experience pertaining to diversity.