

ALC-graduate teacher accreditation: Portfolio criteria sheet

Portfolio component	Criteria
<p>Philosophy statement</p>	<ul style="list-style-type: none"> • aligns with BLEA policy statement <i>Christian Studies in the Lutheran school</i> • aligns with pedagogy of Christian Studies (CS) as described in CSCF Curriculum Statements • states purposes of CS in the classroom • articulates concept of teaching and learning in the CS classroom, and the learning environment • describes the nature of students and implications for teaching and learning • describes how students respond to their learning in the CS classroom • reflects on teaching CS and the impact on a personal vision for CS
<p>Yearly overview</p>	<ul style="list-style-type: none"> • states the scope and sequence for a year's work in CS • identifies the strands, key ideas and outcomes relevant for topics chosen • nominates an essential question or rich/enduring understanding for each topic
<p>Unit of work</p>	<ul style="list-style-type: none"> • describes context in which the unit is taught, including the shaping of the unit by student needs, interests, background • identifies key elements of CSCF • identifies essential knowledge for students • states essential question or rich, enduring understanding/guiding questions for purposeful inquiry • describes evidence needed to make judgements about what students know and can do • details assessment task/s with accompanying criteria sheet/s or rubrics • documents learning experiences for students, including resources
<p>Assessment task/criteria sheet</p>	<p>Assessment task</p> <ul style="list-style-type: none"> • addresses all key concepts in unit • is inclusive of different student needs • asks for demonstration of knowledge, skills and processes, not faith responses • allows for depth and breadth of student understanding <p>Criteria sheet</p> <ul style="list-style-type: none"> • aligns with outcome, key concepts, knowledge • creates scale of achievement • differentiates levels of achievement with descriptors • uses clear and concise language
<p>Student work samples</p>	<ul style="list-style-type: none"> • describes evidence of student learning/understanding through annotations • shows range of student responses to task • demonstrates how judgement could be made between learning and achievement of outcome