

Urban Studies Field Trip Portfolio Scoring Rubric & Cover Sheet

PHY 209 – Introduction to Teaching High School Physics

Portfolio writers:

A) _____ C) _____

B) _____ D) _____

Instructions: After the Urban Studies Field Trip, students will assemble to discuss their observations, analyze them, and draw conclusions. Student working groups will then prepare a portfolio documenting the experience. The portfolio must consist of 60 numbered paragraphs in the sequence shown below. Students may “jigsaw” their work so that members of 4-student working groups will each be responsible for only 15 paragraphs each. Paragraphs must reflect the thinking of the entire group. All paragraphs must be assembled into a single continuous document. The document must be submitted as hard copy with this cover sheet completed. That is, the working group must conduct an assessment of the portfolio and score each of the 60 paragraphs.

Element	Target (3 pts)	Developing (2 pts)	Beginning (1 pt)	Missing (0 pts)	Score
1) Overview of Urban Field Trip	Provides a detailed and complete summary of the Urban Field Trip experience.	Provides a partial or in complete summary of the Urban Field Trip experience.	Summary paragraph is so vague as to be worthless to an external reader.	Summary paragraph missing.	
Abstract community mapping					
2) Community’s ethnic/racial makeup	Paragraph provides required information in a complete and detailed fashion; includes source(s) of information; seems to reflect thinking of entire working group.	Paragraph provides much of the required information is incomplete fashion; includes source(s) of information; reflects only a limited analysis of the information.	Paragraph provides very limited amount of information; does not include source(s) of information; does not reflect significant and meaningful analysis of information.	Paragraph missing or data too generic or clearly contrived.	
3) Languages most commonly spoken at home	Paragraph provides required information in a complete and detailed fashion; includes source(s) of information; seems to reflect thinking of entire working group.	Paragraph provides much of the required information is incomplete fashion; includes source(s) of information; reflects only a limited analysis of the information.	Paragraph provides very limited amount of information; does not include source(s) of information; does not reflect significant and meaningful analysis of information.	Paragraph missing or data too generic or clearly contrived.	
4) Economic make up	Paragraph provides required information in a complete and detailed fashion; includes source(s) of information; seems to reflect thinking of entire working group.	Paragraph provides much of the required information is incomplete fashion; includes source(s) of information; reflects only a limited analysis of the information.	Paragraph provides very limited amount of information; does not include source(s) of information; does not reflect significant and meaningful analysis of information.	Paragraph missing or data too generic or clearly contrived.	
5) Community resources	Paragraph provides required information in a complete and detailed fashion; includes source(s) of information; seems to reflect thinking of entire working group.	Paragraph provides much of the required information is incomplete fashion; includes source(s) of information; reflects only a limited analysis of the information.	Paragraph provides very limited amount of information; does not include source(s) of information; does not reflect significant and meaningful analysis of information.	Paragraph missing or data too generic or clearly contrived.	
6) Neighborhood’s history	Paragraph provides required information in a complete and detailed fashion; includes source(s) of information; seems to reflect thinking of entire working group.	Paragraph provides much of the required information is incomplete fashion; includes source(s) of information; reflects only a limited analysis of the information.	Paragraph provides very limited amount of information; does not include source(s) of information; does not reflect significant and meaningful analysis of information.	Paragraph missing or data too generic or clearly contrived.	
Abstract school mapping					
7) ISBE school report card	Paragraph provides required information in a complete and detailed fashion; includes source(s) of information; seems to reflect thinking of entire working group.	Paragraph provides much of the required information is incomplete fashion; includes source(s) of information; reflects only a limited analysis of the information.	Paragraph provides very limited amount of information; does not include source(s) of information; does not reflect significant and meaningful analysis of information.	Paragraph missing or data too generic or clearly contrived.	

Final Reflection					
56) Need for urban science teachers	Clear statement of conclusion; includes evidence and source(s); shows sign of analysis; conclusion is based upon and references evidence and analysis.	Vague statement of conclusion; fails to include adequate evidence to support conclusion; lacks signs of analysis and reflection.	Conclusion unsupported by evidence derived from field trip.	Paragraph missing or of so little value as to be useless.	
57) Required motivation for urban teaching	Clear statement of conclusion; includes evidence and source(s); shows sign of analysis; conclusion is based upon and references evidence and analysis.	Vague statement of conclusion; fails to include adequate evidence to support conclusion; lacks signs of analysis and reflection.	Conclusion unsupported by evidence derived from field trip.	Paragraph missing or of so little value as to be useless.	
58) Teacher ability to positively influence students	Clear statement of conclusion; includes evidence and source(s); shows sign of analysis; conclusion is based upon and references evidence and analysis.	Vague statement of conclusion; fails to include adequate evidence to support conclusion; lacks signs of analysis and reflection.	Conclusion unsupported by evidence derived from field trip.	Paragraph missing or of so little value as to be useless.	
59) Potential for making a difference	Clear statement of conclusion; includes evidence and source(s); shows sign of analysis; conclusion is based upon and references evidence and analysis.	Vague statement of conclusion; fails to include adequate evidence to support conclusion; lacks signs of analysis and reflection.	Conclusion unsupported by evidence derived from field trip.	Paragraph missing or of so little value as to be useless.	
60) Desirability of teaching in an urban setting	Clear statement of conclusion; includes evidence and source(s); shows sign of analysis; conclusion is based upon and references evidence and analysis.	Vague statement of conclusion; fails to include adequate evidence to support conclusion; lacks signs of analysis and reflection.	Conclusion unsupported by evidence derived from field trip.	Paragraph missing or of so little value as to be useless.	
Total:					