

## Principles of Teaching Essay Guidelines

Criteria	Expected Proficiency	Passing Proficiency	Below Proficiency
Principle Defined	Disposition is defined in author's own words and is clearly aligned to the author's philosophy of education	Disposition is defined in author's own words but links to the author's philosophy of education is undeveloped or unaddressed	Disposition is defined but does not align to the author's philosophy of education.
Artifact(s) Identified	The author concisely explains what the artifact is, when it was "developed," in what context; and for what purpose	Author explains what the artifact is in brief and cursory manner; leaving the reader with questions about how and why the artifact was generated	Author fails to clearly and concisely explain what the artifact is, leaving the reader wondering why this particular artifact was selected to serve as evidence for this disposition
Support for artifact selection	Author justifies the selection of the artifact by providing careful and reasoned qualifications for the selection of the specific artifact-explaining why it is more appropriate than any other artifact	Author explains why this particular artifact was selected but doesn't present a clear line of reasoning behind why it is uniquely appropriate to serve as evidence for the disposition	Author fails to provide support for why this particular artifact is appropriate evidence for this disposition
Section 3: Author reflects upon the principle and explains the significance of the artifact	The author interprets the meaning of the artifact in insightful ways; linking the artifact to the author's unique definition of the disposition and aligning it to his/her philosophy of education. Cites readings and prior experiences and explains how these references extend and refine their insights. Insight discussed illuminate issue for further investigation.	The author interprets the meaning of the artifact in insightful ways; linking the artifact to the disposition and aligning it to his/her philosophy of education. Readings and prior experiences mentioned but not developed.	Reflections are descriptive: a reiteration of what happened or was read. Little to no references are made to readings.
All: Conventions	Writer uses standard conventions (grammar, punctuation, mechanics, spelling) effectively. No errors.	Writer uses standard conventions effectively. Few errors.	Writer uses standard conventions inconsistently. Many errors inhibit comprehension.