# ALC-graduate teacher accreditation: Portfolio criteria sheet

<table>
<thead>
<tr>
<th>Portfolio component</th>
<th>Criteria</th>
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| Philosophy statement | • aligns with BLEA policy statement *Christian Studies in the Lutheran school*
• 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 |
| Yearly overview | • 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 |
| Unit of work | • 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 |
| Assessment task/criteria sheet | Assessment task
• 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 |
Criteria sheet
• aligns with outcome, key concepts, knowledge
• creates scale of achievement
• differentiates levels of achievement with descriptors
• uses clear and concise language |
| Student work samples | • 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 |

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