After presentation of the Stage 3 High Stakes Portfolio an assigned EDU faculty member offers a formal and detailed written response of the teacher candidate’s Stage 3 High Stakes Portfolio. Feedback may include strengths and weaknesses of the portfolio, recommend improvements of written rationales linked to a particular standard or general remarks to consider as the candidate compiles the Stage 4 Portfolio. The following format represents a possible outline to guide the reviewer.

To:
Reviewer:
Date of Review:
Semester and Year:

Please comment on each of the following areas for strengths and weaknesses. Make recommendations for improvement.

1. **Theme:** Is the theme effective overall and connected to each standard?

2. **Introduction, Autobiography, and Other Materials:** Does this information provide the viewer with a reasonable impression of the candidate as a person with interests and experiences that can be of benefit in the classroom?

3. **Standards:** Does the candidate clearly address EACH one for knowledge, skills, and dispositions?

4. **Closure:** Does the candidate bring the portfolio “full circle?”

5. **Artifact Reflections:** Do they provide the “what,” “so what,” and “now what?”

6. **Self-evaluation:** Does the candidate offer areas for improvement and focus during teacher candidacy? Does the candidate reflect on the overall portfolio process through a holistic self-evaluation?

7. **Organization and Format:** Is the portfolio arranged in a clear, logical format? Does it represent an overall professional representation of effort?

8. **Other comments:**