**Writing Rationales for Artifacts**

The rationale that you write to connect your evidence to proficiency in a standard is probably THE MOST important part of your uploading of evidence. It is VERY IMPORTANT that you identify what part of your evidence connects to proficiency of an element. You do not want to leave this up to interpretation; your evidence can be used to demonstrate a variety of elements, perhaps at varying degrees of success. Be sure to identify and clearly articulate the pieces of the element that relate to your work.

To do this, follow these steps:

1. Identify: Connect the **section of** evidence to the element it addresses.
2. Explain: In your own words, explain how your evidence does that. You can use the language of the rubric to help with that. This should be short and clear**.**

**Example:**

Artifact: A unit plan that connects to element I-A-2. Child and Adolescent Development.

Description: WWI Unit Plan

Rationale:

1. Evidence of proficiency in element I-A-2. can be found in the Guided Practice/Student Interaction sections of my lesson plans.
2. I have planned for a variety of activities for students to identify the events leading up to WWI. These activities address the developmental levels of my students and, while providing a variety of ways to reach the same end, enable students to meet the outcomes identified by the BPS curriculum guide.

**Sentence Stems**

The following sentence stems can be used to identify the connection between the element and your evidence. This is the first piece of what you should write in your rationale.

* Evidence of proficiency of element [I-A-1] can be found in [specific section of the artifact]…
* Evidence of proficiency of element [I-A-1] is demonstrated\* in [specific section of the artifact]…

\*Other suggested verbs include: outlined, shown, displayed, exhibited, established, addressed