Portfolio Rubric Step 2

Rubric Categories

1. Content Standards Addressed
2. Reflections: Insights about Teaching/Learning Process and Professional Growth
3. Completion and Appearance of Portfolio

1. CONTENT: TARGETED STANDARDS ADDRESSED

MET WITH DISTINCTION	MEETS EXPECTATIONS	MET WITH WEAKNESS	NOT MET
Many targeted standards have more than one entry. Obvious correlation between all targeted standards and entries. All entries provide evidence that targeted standards have been met.	Every targeted standard has at least one entry. Correlation between the majority of targeted standards and entries Majority of entries provide evidence that targeted standards have been met	Majority, but not all, of targeted standards have at least one entry. Some correlation between targeted standards and entries. At least half of entries provide clear evidence that targeted standards have been met	Many targeted standards are not met. No correlation between targeted standards and entries. No evidence that targeted standards have been met.

2. REFLECTIONS; INSIGHTS ABOUT TEACHING/LEARNING PROCESS AND PROFESSIONAL GROWTH

MET WITH DISTINCTION	MEETS EXPECTATIONS	MET WITH WEAKNESS	NOT MET
In-depth reflections on the teaching and learning processes Consistent link between learning theories and teaching practices. Detailed insights regarding professional growth.	Good reflections on teaching and learning processes. Link between learning theories and teaching practices apparent. Effective insights regarding professional growth	Reflections often lack attention to teaching and learning processes. Cursory link between learning theories and teaching practices. Some focus on professional growth.	Reflections missing, or not connected to teaching/learning process. No link evident between learning theories and teaching practices. No focus on professional growth.

3. COMPLETION AND APPEARANCE OF PORTFOLIO (** Explanations on back)

MET WITH DISTINCTION	MEETS EXPECTATIONS	MET WITH WEAKNESS	NOT MET
Professional portfolio: all elements included. Impressive appearance: Language use effective, no spelling errors or typos. Demonstration of advanced expertise in web design.	Complete portfolio: no major elements missing. Professional appearance: language use good, may have minor spelling errors/typos. Adherence to web design conventions.	Incomplete portfolio: Several major elements missing. Appearance of entries generally professional but several instances of poor language use, spelling errors/typos. Inconsistent application of web design conventions.	Incomplete portfolio: Majority of elements missing. Unprofessional appearance of entries: poor language use, spelling errors/typos. Little regard for web design conventions.

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NOT MET - No indication of web convention

MET WITH WEAKNESS - For example, students might not use proper hyperlinks to link together components, some hyperlinks might not work, all components might not be electronic documents, the colors and/or fonts might be inappropriate, colors might be used inconsistently, pages might be too long and fonts might be inappropriate, colors might be used inconsistently, pages might be too long and require excessive scrolling, navigation might be hard to follow, all graphics might not load and be completely visible, text might not be legible, viruses might be detected with some files in the web site.

MET EXPECTIONS - For example, all components are in the form of electronic files, are compatible with Microsoft Windows 3.X or later, are linked together using hyperlinks; colors are chosen for a general audience, complement each other, are web safe, and one color scheme is used throughout the portfolio; one font is used consistently and tables are used to control graphical layout; navigation is clear and easy to follow, and navigation bars and hyperlinks follow established conventions, pages are concise to avoid excessive scrolling, and long pages use bookmarks, anchors, or target s; all graphics load and are completely visible ad all we pages load without error and retain their desired look in the major browsers; all test is legible.

MET WITH DISTINCTION - For example, students might integrate sound and video, use appropriate animations, and incorporate interactive components, which enable others to submit information electronically to them.

Focus On Diversity INTASC Standard #3 - Grading Rubric

Target	Acceptable	Unacceptable
The Diversity standard has more than one entry. Obvious correlation between the Diversity standard and the entries. All diversity entries provide evidence that the diversity standard has been met.	The Diversity standard has at least one entry. Correlation between the diversity standard and the entry The Diversity entry provides evidence that the diversity standard has been met	The Diversity standard does not have an entry or There is no correlation between the diversity standard and entries or The Diversity entry provides no evidence that the diversity standard has been met