

Developing Portfolio Rubric

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Rubrics

Portfolio Artifacts (Knowledge and Pedagogy)

	1	2	3	4
Rationale for Selection and Alignment of Artifacts to INTASC/SPA Standards (1, 33%)	Some required artifacts are missing.	All required artifacts are included. Rationale logically supports alignment artifact with some INTASC/SPA Standards.	All required artifacts are included. Rationale logically supports alignment artifact with most INTASC/SPA Standards.	All required artifacts are included. Rationale logically supports alignment artifact with all INTASC/SPA Standards.
Rationale for Selection and Alignment of Artifacts to ISTE NETS-T Standards (1, 33%)	There is only one artifact aligned with ISTE NETS-T competencies (General Preparation Profile). Rationales are missing.	Artifacts are properly aligned with fewer than 5 ISTE NETS-T standards. (General Preparation Profile). Some rationales are illogical.	Artifacts are properly aligned with 5 ISTE NETS-T standards (General Performance Profile). Rationale supports the alignment of artifacts with the five identified ISTE-NETS-T competencies.	Artifacts are properly aligned with 5 ISTE NETS-T standards (General Performance Profile). Rationale logically supports the alignment of artifacts with the five identified ISTE-NETS-T competencies.
Reflection on Artifacts (1, 33%)	Student provides a weak assessment of his/her own strengths. There is no plan of action for future growth.	Student provides a minimal assessment of his/her own strengths and areas in need of improvement in Knowledge, Skills, and Dispositions. There is a plan of action for future growth but it lacks clarity.	Student provides a reasonable assessment of his/her own strengths and areas in need of improvement in Knowledge, Skills, and Dispositions. There is a clearly identified plan of action for future growth to improve Knowledge, Skills and Dispositions in regard to specific INTASC Standards.	Student provides an insightful and detailed assessment of his/her own strengths and areas in need of improvement in Knowledge, Skills, and Dispositions. There is a clear and achievable detailed plan of action identified for future growth to improve Knowledge, Skills and Dispositions in regard to specific INTASC Standards.

Portfolio Presentation

	1	2	3	4
Communication Skills - Verbal (1, 33%)	Oral communication skills fail to exhibit correct usage and grammar; is neither focused nor organized. The student's volume, intonation and enunciation are deficient. The student does not speak with conviction.	Oral communication sometimes exhibit correct usage and grammar; is focused and organized. The student sometimes speaks with proper volume, intonation, and enunciation. The student sometimes speaks with	Oral communication usually exhibits correct usage and grammar; is focused and organized. The student speaks with audible volume, intonation, and enunciation. The student speaks with conviction.	Oral communication most always exhibits correct usage and grammar; is focused and organized. The student speaks with proper volume, intonation, and enunciation. The student often speaks with conviction.

		conviction.		
Communicat Skills - Nonverbal (1, 33%)	Does not maintain eye contact. Demonstrates no confidence and fails to interact with the interviewers. Does not project a composed/relaxed demeanor and demonstrates distracting mannerisms.	Seldom maintains eye contact. Demonstrates some confidence and interacts minimally with interviewers. Sometimes projects a composed/relaxed demeanor and demonstrates minimal distracting mannerisms	Often maintains eye contact with the interviewers. Demonstrates confidence and effectively interacts minimally with interviewers. Usually projects a composed/relaxed demeanor and demonstrates minimal distracting mannerisms	Most always maintains eye contact. Demonstrates a strong degree of confidence and leadership, always interacting respectfully and cooperatively with the interviewers. Most always projects a composed and relaxed demeanor and does not exhibit any distracting mannerisms.
Professional Criteria:..... (1) Displays professional appearance nad appropriate attire..... (2) Demonstrate enthusiasm and a high level of energy..... (3) Demonstrate creativity and resourcefulness in the portfolio presentation (4) Presentation of portfolio is highly organized and presented in a logical manner using the INTASC standards (1, 33%)	Meets one or none of the professionalism criteria	Meets two of the four professionalism criteria	Meets three of the four professionalism criteria	Meets all four professionalism criteria

Portfolio Artifacts and Presentation

	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
Disposition Skills (1, 100%)	Neither written nor oral reflections indicate any commitment towards professional growth directed at setting high	Only occasional written and oral reflections indicate a commitment towards professional growth directed at	All written and oral reflections indicate a some commitment towards professional growth directed at setting	All written and oral reflections indicate a strong commitment towards professional growth directed at setting

	academic standards, developing ethical teaching behaviors, or creating a safe supportive environment where all students can learn	setting high academic standards, developing ethical teaching behaviors, and creating a safe supportive environment where all students can learn	high academic standards, developing ethical teaching behaviors, and creating a safe supportive environment where all students can learn	high academic standards, developing ethical teaching behaviors, and creating a safe supportive environment where all students can learn.
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Diversity Essay Evaluation Form (Pedagogy and Environments)

	Unsatisfactory (0 pt)	Basic (1 pt)	Proficient (2 pts)	Advanced (3 pts)	Distinguished (4 pts)
Reviewer Scale (1, 100%)	The tone of the essay demonstrates a lack of acceptance of diverse populations.	Describes the physical nature of the diverse classroom or a single difference within the student population.	Describes the physical and social environment of the diverse classroom and describes more than one different form of diversity within the student population (language, race/ethnicity, religion, disability, gender, SES).	Describes the physical and social environment of the diverse classroom, describes more than one different form of diversity within the student population (language, race/ethnicity, religion, disability, gender, SES), and provides a description of how diversity impacts the educational experience.	Describes the physical and social environment of the diverse classroom, describes many different forms of diversity within the student population (language, race/ethnicity, religion, disability, gender, SES), and identifies multiple ways diversity is impacting the educational experience. The essay also includes insightful recommendations for meeting diverse learning needs.

Technology Inclusion Checklist (NETS-T)

	Met	Not Met
Portfolio is prepared electronically. (1, 25%)		
Technology artifacts are included. (1, 25%)		
There is one artifact for 5 different competencies of NETS-T. (1, 25%)		
The artifacts are properly aligned to NETS T for General Preparation Performance Profile Competencies. (1, 25%)		