

## 2007 PBL E-Portfolio Criteria Rubric

	<b>1</b>  <b>Not Yet Meeting Expectations</b>	<b>2</b>  <b>Meets Expectations</b>	<b>3</b>  <b>Exceeds Expectations</b>
<b><i>Using Artifacts to Document Competency</i></b>			
<b>Evidentiary artifacts have been compiled over time and: draw upon a variety of components<sup>1</sup>, and are gathered from a variety of sources<sup>2</sup>.</b>	<ul style="list-style-type: none"> <li>Artifacts have been drawn from a limited number of components and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts have been drawn from a sufficient number of components and sources to illustrate overall competency.</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts have been drawn from all possible components and sources to illustrate overall competency.</li> </ul>
<b>Evidentiary artifacts demonstrate teaching competency as outlined in the ASR.</b>	<ul style="list-style-type: none"> <li>Artifacts show limited links and connections between the individual's own work and the Standards of Practice.</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts are linked and displayed to highlight connections between the individual's own work and the Standards of Practice.</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts are dynamically linked and displayed using technology to highlight connections between the individual's own work and the Standards of Practice.</li> </ul>
<b>Evidentiary artifacts illustrate growth.</b>	<ul style="list-style-type: none"> <li>Artifacts include a limited number of samples of self-reflection, self-analysis and self-development that illustrate growth</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts include samples of self-reflection, self-analysis and self-development that illustrate growth, and reflect an understanding of the value of reflection in learning contexts</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts include numerous samples of sophisticated self-reflection, self-analysis and self-development that illustrate growth, and reflect a deep understanding of the value of reflection in learning contexts</li> </ul>
<b><i>Reflecting on the Process of Learning and Growth</i></b>			
Reflections are clearly written and well organized/presented.	<ul style="list-style-type: none"> <li>Reflections are poorly written or have significant weaknesses; they are general rather than specific.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections are generally well written, organized and presented, however there may be some weaknesses in content, style or organization; they are clear and explicit.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections are clearly written, organized, and presented with no major weaknesses; they are concise and coherent</li> </ul>
Reflections show engagement with the process of learning and learning to teach.	<ul style="list-style-type: none"> <li>Reflections show limited engagement with the process of learning and growth.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections show some thoughtful engagement with the process of learning and growth.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections are compelling and show thoughtful engagement with the process of learning and growth.</li> </ul>

<sup>1</sup> Components should include: teaching philosophy, critical incidents from practicum, unit/lesson plans, assessment/evaluation practices, copies of student work (with permission), video/audio/text files of teaching/students (with permission), and video/audio/text files to represent various events or teaching moments (e.g., management technique).

<sup>2</sup> Sources include: case research packages, case synthesis, oral exams, resources/experiences from methods courses, workshops and pro D, and practicum experiences and reports.