

Electronic Portfolio Rubric

Candidate's Name: _____

Student Number: _____

Specialization: _____

Year of Study: (Please select one of the following)

First
 Second
 Third
 Fourth
 Other _____

	CATEGORY	Exemplary – 3	Right On Target - 2	Developing - 1	Missed the Mark - 0	Score
1.	Introduction: Main Page	Exceeds expectations at this time in terms of: creativity originality personal style	Meets expectations in terms of: creativity originality personal style	Needs significant improvement in: creativity originality personal style	There is no main page.	
2.	Informational Contents	Candidate includes all of the following elements: a brief biographical sketch a resume a description of his/her teaching philosophy a description of his/her teaching style a reflection on why he/she is a teacher	Candidate only includes 3-4 of the following elements: a brief biographical sketch a resume a description of his/her teaching philosophy a description of his/her teaching style a reflection on why he/she is a teacher	Candidate only includes 1-2 of the following elements: a brief biographical sketch a resume a description of his/her teaching philosophy a description of his/her teaching style a reflection on why he/she is a teacher	Candidate does not include the required elements.	
3.	Organization & Layout	The Web site has an exceptionally attractive and usable layout. All 5 of the following criteria are met: It is easy to locate all important elements. The formatting is exceptional: colors & font do not impede reading; information is well-organized. The look is professional & appropriate to the teaching level. Graphic elements and/or alignment are used effectively to organize material.	Only 3 of the following criteria are met: It is easy to locate all important elements. The formatting is exceptional: colors & font do not impede reading; information is well-organized. The look is professional & appropriate to the teaching level. Graphic elements and/or alignment are used effectively to organize material.	Only 2 of the following criteria are met: It is easy to locate all important elements. The formatting is exceptional: colors & font do not impede reading; information is well-organized. The look is professional & appropriate to the teaching level. Graphic elements and/or alignment are used effectively to organize material.	Only 1 of the following criteria are met: It is easy to locate all important elements. The formatting is exceptional: colors & font do not impede reading; information is well-organized. The look is professional & appropriate to the teaching level. Graphic elements and/or alignment are used effectively to organize material.	

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4.	Navigation	All links for navigation are: clearly labeled consistently placed allow the reader to easily move from a page to related pages (forward and back) take the reader where he/she expects to go.	At least 1-2 of the links for navigation are not: clearly labeled consistently placed allow the reader to easily move from a page to related pages (forward and back) take the reader where he/she expects to go.	At least 3-4 of the links for navigation are not: clearly labeled consistently placed allow the reader to easily move from a page to related pages (forward and back) take the reader where he/she expects to go.	At least 5 or more of the links for navigation are not: clearly labeled consistently placed allow the reader to easily move from a page to related pages (forward and back) take the reader where he/she expects to go.	
5.	Shaped Artifacts	Includes rich introductions and reflections with good attention to audience for each section and/or artifact.	Includes introductions and reflections and some attention to audience for most sections and/or artifacts.	Includes introductions and reflections and some attention to audience for some most sections and/or artifacts.	Lacks introductions, reflections, and attention to audience needs.	
6.	Differentiated Instruction Evidence	Includes 5 or more: sample lesson plans objectives rubrics surveys varied assessments reflections of DI implementation.	Includes 3-4: sample lesson plans objectives rubrics surveys varied assessments reflections of DI implementation.	Includes 2-1: sample lesson plans objectives rubrics surveys varied assessments reflections of DI implementation.	There are no examples/evidence of Differentiated Instruction.	
7.	Conferring/Notes Logs	Conferring notes and logs include: samples of teacher and student dialogue feedback that pushes student thinking	Conferring notes and/logs included may or may not have: samples of teacher and student dialogue feedback that pushes student thinking	There is little evidence of use of conference techniques or no proof of usage.	There is no evidence of use of conference techniques or no proof of usage.	
8.	Sample student work	Includes 5 or more examples of varied level of student work including: exemplary advanced proficient needs improvement non-assessed samples	Includes 3-4 examples of student work, but all are: exemplary advanced proficient needs improvement non-assessed samples	Only provides 1-2 samples of student work, but all are: exemplary advanced proficient needs improvement non-assessed samples	No evidence of student work.	
9.	Evidence of leadership in teaching and learning	Portfolio contains evidence of all of the following: teaching innovations teaching development research into teaching request for advice teaching associations assistance to colleagues	Portfolio contains only 4-3 of the following: teaching innovations teaching development research into teaching request for advice teaching associations assistance to colleagues	Portfolio contains only 2-1 of the following: teaching innovations teaching development research into teaching request for advice teaching associations assistance to colleagues	Portfolio doesn't contain evidence of any of the following: teaching innovations teaching development research into teaching request for advice teaching associations assistance to colleagues	

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10.	Use of Multimedia	Uses all of these multimedia elements to enhance teaching: graphics, Internet resources, photographs, sound video.	Uses only 4-3 of these multimedia elements to enhance teaching: graphics, Internet resources, photographs, sound video.	Uses only 2-1 of these multimedia elements to enhance teaching: graphics, Internet resources, photographs, sound video.	No use of multimedia elements to enhance teaching.	
11.	Performance Standards	Successfully linked all artifacts with standards.	2-3 artifacts are not linked to standards.	4 or more artifacts are not linked to standards.	No links to standards.	
12.	Data Analysis/ Teacher Reflection	Contains multiple examples of: authentic data analysis teacher reflections peer/coach feedback all of the reflections work critiques with suggestions for further modifications.	Contains multiple examples of only 4-3: authentic data analysis teacher reflections peer/coach feedback all of the reflections work critiques with suggestions for further modifications.	Contains multiple examples of only 2-1: authentic data analysis teacher reflections peer/coach feedback all of the reflections work critiques with suggestions for further modifications.	Contains no examples of: authentic data analysis teacher reflections peer/coach feedback all of the reflections work critiques with suggestions for further modifications.	
13.	Mechanics	Writing style is prefect: fluent professional grammar spelling organization	There are 1-3 visible mistakes in style: fluent professional grammar spelling organization	There are 4-5 visible mistakes in style: fluent professional grammar spelling organization	There are 6 or more visible mistakes in style: fluent professional grammar spelling organization	
Final Score _____						

Evaluation Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____

Candidate's Name: _____

Candidate's Signature: _____

Document developed at the UPR-Aguadilla by: Prof. Hiramys Santiago, Prof. Myriam Vélez, Prof. Ivette Hernández