

WEBER STATE UNIVERSITY  
Teacher Education Department

**ePortfolio Rubric**

	Met	Developing	Not Met
<b>Artifacts For UETS Standards</b>	All artifacts included as specified by the level.  Selection of artifacts demonstrates clear understanding of UETS standards and indicators	Most artifacts included as specified by the level  Selection of artifacts does not clearly demonstrate understanding of UETS standards and indicators	Few or no artifacts included  No understanding of UETS standards
<b>Appearance and Organization</b>	Artifacts for level present with corresponding reflections with similar file name  Links to all artifacts are functional  Few spelling, grammar, punctuation errors. Text structure is professional  For final portfolio, philosophy statement included  ePortfolio individualized with student name and student picture	Artifacts for level present with reflections but not matching file names  Some links missing or don't work  Several spelling, grammar, punctuation, or sentence structure errors.  Final portfolio has a philosophy statement that requires more thought ePortfolio has student name but missing student picture	Missing matching artifacts or reflection from indicator standards  Links missing or don't work  Many spelling, grammar, punctuation, or sentence structure errors  Final portfolio philosophy statement missing
<b>Variety of Standards and Indicators</b>	Artifacts represent a variety of standards and indicators  Artifacts create a thorough representation of achievement in learning or teaching	Similar types of artifacts presented in multiple standards but limited in evidence of achievement.  Some artifacts do not clearly show achievement in learning or teaching in the indicated indicator standard	Artifacts chosen do not represent the breadth or depth of the standards or lacking evidence of achievement.  Multiple artifacts are not appropriately placed in standards or indicator to support achievement in that area
<b>Artifact Reflection  (Bloom's Taxonomy Reflection document)</b>	Artifact rationale clearly elaborates the connection between the artifact and the indicator standard  Reflection has breadth and depth of thinking about the indicator standard (Bloom's Taxonomy)	Artifact rationale has some connection to the indicator standard  Reflections are surface and have some detail of thinking about the indicator standard.  Uses 4 to 5 of Bloom's Taxonomy Levels	Artifact rationales not tied to indicator standard  Reflections very short or does not use Bloom's Taxonomy reflection

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<p><b>End of Level Reflections</b></p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout ALL courses and practicum experiences in Level</p> <p>The implications of these insights for the respondent's overall teaching practice are presented as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout All courses and practicum</p> <p>Few implications of these insights for the respondent's overall teaching practices are presented</p>	<p>Response show no evidence of synthesis of ideas presented and insights gained throughout ALL courses and practicum</p> <p>No implications or insights for the respondent's overall teaching practices are presented</p>
<p><b>Oral Articulation of Artifacts and Practicum Experiences Chosen for Portfolio (optional by Level)</b></p>	<p>Students can clearly articulate why their selection of artifacts were chosen and how the artifacts are representative of the needed professional skills in the indicator standards</p> <p>Student can make verbal connections with or including artifact to the practicum experience</p>	<p>Students cannot easily articulate why some of their selected artifacts are n their portfolio or state why the artifact shows their professional skill in an indicator standard</p> <p>Student sometimes make connections with or including artifact to the practicum experience</p>	<p>Students cannot easily articulate why their selection of artifacts shows their professional skill in the indicator standard</p> <p>Student did not make verbal connections with or including artifact to the practicum experience</p>