

Media & Design Elements Rubric

Gonzales, Center for Teaching, Learning and Scholarship, Samford University

www.samford.edu/ctls/Portfolio_Assessment_Rubrics.doc

(sample analytic rubric; portfolio)

	Novice 0-3 points	Apprentice 4-6 points	Journeyman 7-9 points	Expert 10 points	Points Earned
Typography	Titles, subheadings, and text are displayed in various sizes that are inconstant with the content hierarchy. Excessive scrolling in text blocks exists. Numerous font styles are utilized thereby increasing file size.	Titles, subheadings, and text are displayed in the same size. Some large text blocks are utilized. A variety of font styles are utilized to enhance the design.	Most of the titles, subheadings, and text are displayed in sizes that reflect the content hierarchy. Very few large text blocks exist. Some inconsistencies in font styles exists.	Titles, subheadings, and text are displayed in sizes that reflect the content hierarchy. Excessive scrolling in text blocks is avoided: separate pages are utilized instead. A minimal number of font styles are utilized.	
Images	Some images are appropriate for the content and have few if any alternative text (ALT tags).	Most of the images are appropriate and several have alternative text (ALT tags). Not all Images are displayed with appropriate sizing and resolution.	All images are appropriate for the content and target audience. All have alternative text (ALT tags). Images are displayed with appropriate sizing and resolution.	All images are appropriate for the content and target audience. Informative alternative text (ALT tags) are supplied for all graphics. All images are displayed with appropriate sizing and resolution.	
Audio & Video	Portfolio contains inappropriate or no digitized audio and video artifacts.	Portfolio incorporates one or two digitized audio and video artifacts.	Portfolio incorporates the appropriate digitized audio and video artifacts.	Portfolio effectively incorporates digitized audio and video artifacts.	
Layout	The layout follows a consistent pattern but does not reflect the purpose of the content and/or address the needs of the target audience.	The layout follows a consistent pattern and reflect the purpose of the content but doesn't address a specific target audience.	The layout should follow a consistent pattern and reflect the purpose of the content.	The layout follows a consistent pattern, reflect the purpose of the content, and is targeted towards a specific audience.	
Hyperlinks	Most of the internal and external hyperlinks are appropriate for the content, a number of them function incorrectly.	Most of internal and external hyperlinks are appropriate for the content and function correctly.	Most of the internal and external hyperlinks are appropriate for the content, function correctly, and are appropriate for a general target audience.	Both internal and external hyperlinks are appropriate for the content, function correctly, and are appropriate for a specific target audience.	

	Novice	Apprentice	Journeyman	Expert	Points
Navigation	The portfolio is somewhat difficult to navigate. A navigation bar is missing or inappropriate for the content and/or design.	The portfolio is fairly easy to navigate. The navigation bar is inconsistent across the product or missing in certain areas.	The portfolio is easy to navigate. A navigation bar is included and consistent across the product. The design of the navigation bar assists the viewer in understanding where to find specific data.	The portfolio is easy to navigate. A navigation bar is included and consistent across the product. The design of the navigation bar assists the viewer in understanding where to find specific data. The navigation structure is designed with a specific target audience in mind.	
Audience	The artifacts contained in the portfolio address a number of the program requirements.	The artifacts contained in the portfolio address the program requirements and fit the purpose of a general audience.	The artifacts contained in the portfolio address program requirements, and fit the purpose and usefulness of a generic audience.	The artifacts contained in the portfolio clearly address program requirements, and fit the purpose and usefulness of a specific audience. If multiple audiences are proposed, the organization reflects these various audiences.	

Content Assessment Rubric

	Novice 0-3 points	Apprentice 4-6 points	Journeyman 7-9 points	Expert 10 points	Points Earned
Thoroughness	Artifacts are of poor quality and/or some program competencies are not addressed. No inclusion rationale provided.	Sufficient artifacts to demonstrate learning outcomes for each of the program competencies are included. Artifacts are of a good quality. Weak rationale for inclusion of artifacts is presented.	Sufficient artifacts to demonstrate learning outcomes for each of the program competencies. Artifacts are of a high quality. Some general rationale for inclusion of artifacts is presented.	Sufficient artifacts to demonstrate learning outcomes for each of the program competencies. Artifacts are of a high quality. Well-stated rationale for inclusion of artifacts is presented.	
Written Reflection/ Rationale	Artifact reflections are unclear or missing.	Incomplete artifact reflections provided or general statements provided.	Appropriate yet somewhat incomplete reflections for each artifact are provided.	Appropriate and complete reflections for each artifact are provided. Each statement includes course objectives, description of artifact, background of artifact, and reflection on learning demonstrated.	
Evidence of learning Outcomes	Unclear or contradictory evidence of growth throughout the program displayed. Evidence of improvement in professional practice missing.	Evidence of growth throughout the program displayed. Evidence of improvement in professional practice has not been included.	Clear evidence of growth throughout the program displayed. Some general evidence of improvement in professional practice included.	Clear evidence of growth throughout the program displayed. Evidence of improvement in professional practice included (e.g., lesson plans or units, samples of student projects, action research, faculty development materials, commendations, reflective journals)	
Personal Introduction /Professional Philosophy	The professional philosophy is unclear or contradictory	The purpose of the philosophy is described. No justifications for beliefs have been included.	The professional philosophy is clearly defined. Some general justifications for beliefs are provided.	The professional philosophy is clearly described and includes specific and appropriate references to justify beliefs.	

	Novice	Apprentice	Journeyman	Expert	Points Earned
	0-3 points	4-6 points	7-9 points	10 points	
Background Information	Resume/vitae is not up to date or is generic in nature, educational philosophy and professional goals are not provided, letters of recommendation not provided or inappropriate, formal evaluations missing, transcripts incomplete	Current resume/vitae, educational philosophy and professional goals are unclear, letters of recommendation not provided or inappropriate, formal evaluations provided, transcripts provided	Current resume/vitae, educational philosophy and professional goals are generic in nature, letters of recommendation provided, formal evaluations provided, transcripts provided	Portfolio contains a current resume/vitae, clearly defined educational philosophy and professional goals, letters of recommendation, formal evaluations, and transcripts	

Professionalism Assessment Rubric

	Novice 0-3 points	Apprentice 4-6 points	Journeyman 7-9 points	Expert 10 points	Points Earned
Professional Growth Plan	The methods defined for ongoing development are inappropriate or unrealistic. Plan may be unclear.	The plan relies on general, external sources of professional development (courses, workshops). No personalized efforts to improve professional practice are identified.	General resources available for professional development, and general ideas for refining professional practice are noted.	The plan describes specific methods of continually refining professional practice.	
Professional Development	No professional development activities provided	Brief summary of workshop/conference attendance provided with an explication of their impact on his/her profession. A copy of writing/research, position papers included. Reflections on what worked and what needs changing in his/her professional practice are missing.	Brief summary of workshop/conference attendance provided with an explication of their impact on his/her profession. A copy of writing/research, position papers included. Reflections on what worked and what needs changing in his/her professional practice are weak or incomplete.	Brief summary of workshop/conference attendance provided with an explication of their impact on his/her profession. A copy of writing/research, position papers included. Reflections on what worked and what needs changing in his/her professional practice included.	
Committee Activities	Limited or no evidence of committee activity provided.	A list of district/building committees or staff development activities is provided. A statement of their impact on professional growth is missing or confusing.	A list of district/building committees and staff development activities is provided. An unorganized or general statement of their impact on professional growth is noted.	A list of district/building committees and staff development activities is provided. A brief statement of their impact on professional growth is noted.	
Innovation(s)	Sample strategies, ideas or multimedia projects are inappropriate or missing	1-2 general strategies or ideas provided. Inappropriate multimedia projects/activities provided.	New strategies or ideas tried in the classroom provided. Multimedia projects/activities included.	New strategies or ideas tried in the classroom and, samples of multimedia projects/activities for the classroom provided	

Categories

- Novice - Lacks required components; is weak in selected components, unprofessional demonstration, representative of poor work
- Apprentice - Includes most of the required components, limited professionalism demonstrated
- Journeyman - Satisfies expectations, includes required components, representative of professional work
- Expert - Clearly outstanding product, includes extra components, goes beyond the expectations, representative of exemplary work

Performance Criteria

- Exceeds Expectations (144-160) - Portfolio is outstanding, reflects extra components and exceeds normal expectations. Candidate should be scheduled for oral defense.
- Meets Expectations (120-143) - Portfolio satisfies expectations, includes required components, and is representative of professional work. Candidate should be scheduled for oral defense.
- Minimal Success (105-123) - Portfolio includes most of the required components, lacks professionalism. Candidate should make appropriate revisions to the product then resubmit for review and assessment.
- Needs Improvement (96-107) - Portfolio lacks required components, weak in components illustrated, unprofessional presentation techniques utilized. Candidate should receive remedial instruction and guidance in making the required revisions. Where appropriate candidate should repeat the Portfolio Design course.
- Unsatisfactory (95 or less) - Portfolio is incomplete in required and selected components, incorporates unprofessional presentation techniques, demonstrates inferior work, and is unacceptable. Work must be redone with significant improvements. Candidate must repeat the Portfolio Design course.

(Gonzales, 2004)