**Online & Blended Certification Program**

**Evaluation Rubric**

**e-Portfolio**

|  |  |  |  |  |  |  |
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| page 1 of 2 | | **Beginning**  **1 point** | **Developing**  **2 points** | **Accomplished**  **3 points** | **Exemplary**  **4 points** | **SCORE** |
| **Course Artifacts** | | | | | | |
| Tier I Item  Title: **Interactive Resume** | | Reflections are **not** detailed or complete. | Reflections describe **some** of required elements. | Reflections describe **all** of required elements in detailed description. | Reflections describe **all** of required elements using *multiple criteria to completely detail thoughts.* | 4 |
| Tier II Item  Title: **Online Lesson** | | Reflections are **not** detailed or complete. | Reflections describe **some** of required elements. | Reflections describe **all** of required elements in detailed description. | Reflections describe **all** of required elements using *multiple criteria to completely detail thoughts.* | 4 |
| Choice Item  Title: **Individual Lesson** | | Reflections are **not** detailed or complete. | Reflections describe **some** of required elements. | Reflections describe **all** of required elements in detailed description. | Reflections describe **all** of required elements using *multiple criteria to completely detail thoughts.* | 4 |
| **Evidence of Application with Student** | | | | | | |
| Artifact | Artifact was a single or limited implementation | | Artifact was narrow in scope and/or duration | Artifact brings new ideas and strategies to the instructional learning environment | Artifact shows a large amount of original thought - ideas are creative and inventive | 3 |
| Student Response | Provides **no  or little** information or data about student access and/or usage. | | Provides **some** information or data about student access and usage | Provides a **complete record** of student access, usage, and reflects on differentiated instructional usage | Provides a **detailed** record student access, usage, and reflects on how instruction was differentiated for the individual learner | 3 |
| Reflection | Reflections are **not** detailed or complete. | | Reflections describe **some** of required elements. | Reflections describe **all** of required elements in detailed description. | Reflections describe **all** of required elements using *multiple criteria to completely detail thoughts.* | 3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| page 2 of 2 | **Beginning**  **1 point** | **Developing**  **2 points** | | **Accomplished**  **3 points** | **Exemplary**  **4 points** | | **SCORE** |
| **Self-Reflection** | | | | | | | |
| Changing Role  of Teacher | Reflections are **not** detailed or complete. | | Reflections describe **some** of required elements. | Reflections describe **all** of required elements in detailed description. | | Reflections describe **all** of required elements using *multiple criteria to completely detail thoughts.* | 4 |
| Successes and Challenges | Reflections are **not** detailed or complete. | | Reflections describe **some** of required elements. | Reflections describe **all** of required elements in detailed description. | | Reflections describe **all** of required elements using *multiple criteria to completely detail thoughts.* | 4 |
| Student Benefits | Reflections are **not** detailed or complete. | | Reflections describe **some** of required elements. | Reflections describe **all** of required elements in detailed description. | | Reflections describe **all** of required elements using *multiple criteria to completely detail thoughts.* | 4 |
| **e-Portfolio** |  | |  |  | |  |  |
| Appearance | There was no clear or logical organizational structure and/or  often font, color, graphics, effects, etc. detract from the presentation. | | Overall organization of topics appears flawed and/or occasionally appearance detracts from presentation. | Content is logically organized and makes good use of font, color, graphics, effects, etc. to enhance the presentation. | | Content is well organize and with excellent effects to enhance the presentation. | 3 |
| Navigation | Some links do not take the reader to the sites described. Reader feels lost. | | Navigation takes the reader where expected to go, yet with an illogical flow. User may get lost. | Navigation clearly labeled, allows for ease of movement and maintaining reader interest. | | Navigation clearly labeled and consistently placed while enhancing reader interest or understanding. | 4 |
| **POINT TOTAL** | | | | | | | 40 |
| **Submissions scoring 33 points or higher from the review committee will be awarded certification.** | | | | | | | |
|  | **Beginning**  **11 – 21 points** | | **Developing**  **22 – 32 points** | **Accomplished**  **33 – 38 points** | | **Exemplary**  **39 – 44 points** |  |