

<b>Professional Portfolio Scoring Rubric</b>	<b>Novice 1 = Needs Much Improvement</b>	<b>Apprentice 2 = Needs Some Improvement</b>	<b>Proficient 3 = Good or Acceptable</b>	<b>Distinguished 4 = Excellent</b>	<b>Notes</b>
<b>Portfolio Design and Organization 100 points</b>	Portfolio has unprofessional look; poor design; very unorganized; many spelling and grammar errors	Portfolio lacks professional look; no use of graphics or visual design; difficult for reader/viewer to follow through files; many spelling and grammar errors	Portfolio has a professional look; visually pleasing; reader/viewer can proceed through files in orderly fashion; use of links and folder hierarchy; few spelling and grammar errors	Portfolio has a professional look; graphically, visually pleasing; reader/viewer can proceed through files in orderly fashion; use of links and folder hierarchy; flawless spelling and grammar	Includes name, WKU ID, and Advisor on CD/DVD/Flashdrive and on Title page
<b>Resume 50 points</b>	Contains few of the required contents; Provides partial information on your experience and credentials for assuming the responsibilities of a library/media/technology specialist; many details missing; very unorganized	Contains some but not all of the required contents; Provides some information on your experience and credentials for assuming the responsibilities of a library/media/technology specialist; some details missing; unorganized	Contains all of the required contents; Details your experience and credentials for assuming the responsibilities of a library/media/technology specialist; organized in a professional style	Contains all of the required contents; Comprehensively detailed professional goals, experience and credentials for assuming the responsibilities of a library/media/technology specialist; organized in a professional style. Includes conferences, workshops, professional memberships, and practicum experience. Excludes non-teaching experience unless relevant to your objective.	Resume should be specific to LMS/EDTECH position
<b>Personal Educational Statement 50 points</b>	Shallow, inconsistent, non cohesive, impersonal educational statement that does not address all of the required areas and/or does not use references and APA citation style. Many errors in use of grammar, punctuation or citation styles. Statement references no seminal articles from the field.	Shallow, inconsistent, non cohesive, impersonal educational statement that does not address all of the required areas and/or does not use references and APA citation style. Many errors in use of grammar, punctuation or citation styles. Statement references few seminal articles from the field.	Adequate 3-5 page personal educational statement reflecting on student's development of knowledge, skills, attitudes, and experiences as an instructional technology or library media professional. The personal educational statement must use references and APA citation style, and address all required areas, including life experiences/influences, professional identity, and connections to professional standards. Some errors in use of grammar, punctuation, or citation styles. Statement references 3 - 4 seminal articles from the field.	In-depth, personal, consistent, cohesive 3-5 page personal educational statement reflecting on student's development of knowledge, skills, attitudes, and experiences as an instructional technology or library media professional. The personal educational statement must use references and APA citation style, and address all required areas, including life experiences/influences, professional identity, and connections to professional standards. No errors in use of grammar, punctuation, or citation styles. Statement references 5 or more seminal articles from the field.	PES should be personable and professional
<b>Portfolio Planning Document 0 points</b>	No Portfolio Planning Document; or does not identify required number of standard indicators for growth; or does not provide plan or list of evidences for professional growth in standard indicators	PPD does not identify required number of standard indicators for growth; plan lists some but not all required actions and evidences for professional growth in standard indicators; actions and evidences are not of sufficient quality to demonstrate mastery of standard indicators	Adequate identification of required standard indicators for growth; PPD identifies adequate number of actions and evidences for standard indicators; actions and evidences are of sufficient quality to demonstrate mastery of standard indicators	Identification of standard indicators for growth surpasses requirements; PPD surpasses requirements for actions and evidences in each standard indicator; actions and evidences are of high quality and demonstrate mastery of standard indicators at distinguished level	Not scored because it has previously been evaluated and scored

<p><b>Self-Evaluation of Standards</b> <b>200 points</b></p>	<p>Minimum requirements missing or not met for statement in standard element and not based on PPD. Many grammatical errors. The self-evaluation and alignment with standards are not stated clearly and concisely or missing. Descriptions of what was learned by engaging in the artifact/activity and the impact on student learning are missing or inadequate. Reflections are not written in the first person. Impact statements lack reference to at least one article from the field substantiating statements. Each self-evaluation lacks links to a minimum required artifact per standard element at the bottom.</p>	<p>Statement on student activity in each of the standard element has many grammatical and does not meet minimum page requirements; essays are not based on information listed in the PPD. The self-evaluation and alignment with standards are not stated clearly and concisely and descriptions of what was learned by engaging in the artifact/activity and the impact on student learning are missing or inadequate. Reflections are not written in the first person. Impact statements lack a reference at least one article from the field substantiating statement.. Each self-evaluation lacks links to a minimum of two artifact per standard element at the bottom.</p>	<p>Acceptable 2-3 page double space statement on student activity in each of the standard element; contains some grammatical errors; essays are based on information listed in the PPD. The self-evaluation includes clear and concise statements of how artifacts align with the standard element, what was learned by engaging in the artifact/activity and the impact on student learning. Reflections are written in the first person. Impact statements reference at least one article from the field substantiating statements and cited using APA citation style. Each self-evaluation contains links to a minimum of two or more artifact per standard element at the bottom.</p>	<p>Well-written 2-3 page double space statement on student activity in each of the standard element, free of grammatical errors; essays are based on information listed in the PPD. The self-evaluation includes clear and concise statements of how artifacts align with the standard element, what was learned by engaging in the artifact/activity and the impact on student learning. Impact statements reference more than one article from the field substantiating statements and cited using APA citation style. Reflections are written in the first person. Each self-evaluation contains links to a minimum of two or more artifact per standard element at the bottom.</p>	<p>This essay is very important; please take time to write clearly and to allow yourself time for review and revision</p>
<p><b>Evidence/Artifacts</b> <b>100 points</b></p>	<p>Evidence missing from flash drive/CD Evidences for mastery of standard indicator do not meet requirements; quality and nature of evidence are poor and do not demonstrate mastery of knowledge and skills in standard element;</p>	<p>Evidence is missing from flash drive/CD. Evidences for mastery of standard indicator do not meet minimum requirement of two per standard element and are not listed on the PPD; quality and nature of evidence do not show mastery of knowledge and skills in standard element at proficient level;</p>	<p>Evidence is located on flash drive/CD Evidences for mastery of standard indicator meet minimum requirement of two per standard element and are listed on the PPD; quality and nature of evidence show mastery of knowledge and skills in standard element at proficient level;</p>	<p>Evidence is located on flash drive/CD Evidences for mastery of standard indicator surpasses minimum requirement of two per standard element and are listed on the PPD; quality and nature of evidence clearly show mastery of knowledge and skills in standard element at distinguished level;</p>	<p>These should be your best examples in each standard area; Evidence other than websites, etc. must be on the flash drive and not on Google docs or other cloud utility</p>
<p><b>Practicum Evidence</b> <b>100 points</b></p>	<p>Not Included, not well organized or presented</p>	<p>Minimal Evidence or difficult to find and view. Presents an incomplete view of experiences with students faculty, and working within the media center/technology center; style of presentation is organized</p>	<p>Evidence includes photos, movies, print documents well organized, easily found, easily viewed, paints a well developed picture of experiences with students, faculty, and working within the media center/technology center; style of presentation is organized and visually pleasing</p>	<p>Evidence includes photos, movies, print documents well organized, easily found, easily viewed, paints a well developed picture of experiences with students, faculty, and working within the media center/technology; style of presentation in Powerpoint, PhotoStory, Prezi, etc. is creative and visually pleasing</p>	<p>Evidence must be in form of digital storytelling AND teaching video</p>