

Portfolio Rubric

EYE Year 3

CATEGORY	LEVEL OF PERFORMANCE			
	1 (<i>Unsatisfactory</i>)	2 (<i>Basic</i>)	3 (<i>Proficient</i>)	4 (<i>Distinguished</i>)
Selection of Artifacts	No artifacts were provided.	The artifacts do not clearly reflect each Standard.	The artifacts are related to each of the 10 Standards.	Artifacts are directly and clearly related to the 10 Standards.
Reflections	No evidence of reflection specific to each of the 10 Standards. No evidence of professional growth during 1 st and 2 nd years as an educator.	Reflections are mostly a summary of the artifact or activities. They show minimal reflection of learning and are not based on student achievement.	Reflections are clear and directly related to the standards and tell a journey of learning. Reflections are based on student achievement.	Reflections show evidence of thoughtful study related to each of the Standards, citing specific examples. Professional learning is the main focus and is based on student achievement.
Organization/Mechanics/Creativity	Portfolio is poorly organized and there are multiple errors in layout, text, headings, etc. The portfolio design makes no attempt to individualize or enhance the portfolio content. There are multiple technology flaws.	Portfolio is organized but contains some errors in layout, text, headings, etc. The portfolio design uses some originality that enhances the portfolio content. There are minimal technology flaws.	Portfolio is organized and easy to follow with no obvious errors in layout, text, headings, etc. The portfolio design is creative and enhances the portfolio content. There are no problems with the use of technology.	Portfolio is well organized with no errors in layout, text headings, etc. The portfolio design is creative, interactive and clearly shows the individuality of the presenter. There are no problems with technology.
Knowledge of the Utah Effective Teaching Standards	Teacher displays no understanding of the concepts contained in the 10 Standards.	Teacher displays a minimal understanding of the concepts contained in the Standards.	Teacher displays a competent understanding of the concepts contained in the Standards.	Teacher displays an extensive understanding of the concepts in the 10 Standards.
Individual Learning Plan Goals S.M.A.R.T. Specific Measurable Attainable Realistic Timely	Individual Learning Plan Goals were not provided.	Goals are not clearly articulated, providing minimal opportunity for professional growth. One or two of the S.M.A.R.T. goal components are used.	Goals are well articulated for professional improvement, and contain three or four of the S.M.A.R.T. goal components. Goals are related to the Standards.	Goals are the result of a thoughtful plan of action for professional growth. They are explicitly stated S.M.A.R.T. goals, including all five components. Goals are directly related to the Standards.