

Rubric Categories	0	1	2	3	4	5
Operational	Draft Quality	<ul style="list-style-type: none"> Navigation is unclear and inconsistent Not all links work Media does not display or displays incorrectly Programming is too flashy or very limited Spelling and grammar are not consistent with grade level expectations Published materials do not respect copyright laws 	<ul style="list-style-type: none"> Navigation is inconsistent and can be difficult to follow Few links work Media does not display correctly in many areas. Programming is too flashy or limited Spelling and grammar are not consistent Published materials most often do not respect copyright laws 	<ul style="list-style-type: none"> Navigation is somewhat consistent and can be followed Some links work Media does not display correctly in some areas. Programming is satisfactory but lacks sophistication Spelling and grammar contain significant errors Published materials sometimes respect copyright laws 	<ul style="list-style-type: none"> Navigation is consistent and can be followed Most links work Media displays correctly in most areas. Programming is appropriate in most areas (not too limited or too flashy) Spelling and grammar meet grade level standards in most areas. Published materials respect copyright laws in most areas 	<ul style="list-style-type: none"> Navigation is clear and consistent All links work Media displays as intended All programming is appropriate (not too limited or too flashy) Spelling and grammar meet grade level standards Published materials respect copyright laws
Appearance	Draft Quality	<ul style="list-style-type: none"> Appearance and navigation are unclear and inconsistent Images are not optimized for the web Text is unreadable (fonts, sizes, and contrast) 	<ul style="list-style-type: none"> Appearance and navigation are most often unclear and inconsistent Images are most often not optimized for the web Text is mostly unreadable (fonts, sizes, and contrast) 	<ul style="list-style-type: none"> Appearance and navigation are sometimes clear and consistent Images are sometimes optimized for the web Text is sometimes readable (fonts, sizes, and contrast) 	<ul style="list-style-type: none"> Appearance and navigation are mostly clear and consistent Images are most often optimized for the web Text is most often readable (fonts, sizes, and contrast) 	<ul style="list-style-type: none"> Appearance and navigation are clear and consistent Images are optimized for the web Text is readable (fonts, sizes, and contrast)
Evidence	Draft Quality	<ul style="list-style-type: none"> Organizational scheme does not connect with pieces of evidence into an integrated whole Does not adequately feature or showcase evidence (very general) Shows little/no depth in focus area of your choice and related experience Shows little of your learning or lacks significant assignments., Includes work but does not demonstrate significant progress over time 	<ul style="list-style-type: none"> Organizational scheme connects with few pieces of evidence into an integrated whole Features or showcases few pieces of evidence (very general) Shows little depth in focus area of your choice and related experience Shows little of your learning, Include little work that shows significant progress over time 	<ul style="list-style-type: none"> Organizational scheme connects with some evidence into an integrated whole Features or showcases some evidence (not always specific) Shows some depth in focus area of your choice and related experience Shows some of your learning, Includes some work that shows significant progress over time 	<ul style="list-style-type: none"> Organizational scheme connects most evidence into an integrated whole Features or showcases evidence (not always specific) Shows significant depth in focus area of your choice and related experience Shows most of your learning, knowledge and experience Includes work that shows significant progress over time 	<ul style="list-style-type: none"> Organizational scheme connects all evidence into an integrated whole Features or showcases a specific piece of evidence Shows depth in focus area of your choice and related experience Shows all of your learning, knowledge and experience Includes work that shows progress over time.
Reflection	Draft Quality	<ul style="list-style-type: none"> Audience and purpose of e-portfolio is rarely described or is not obvious Rarely addresses the Learning expectations and your own personal development Reflective comments about evidence as well as reflective comments about what this evidence says about the student is rarely integrated into the e-portfolio Includes few/no short-term goals (skills learner needs to add/improve) Includes few/no long-term goals (professional and/or personal aims) Interpretation of learner's own achievements is expressed rarely. 	<ul style="list-style-type: none"> Audience and purpose of e-portfolio is inadequately described or is not obvious Minimally addresses the Learning expectations and your own personal development Reflective comments about evidence as well as reflective comments about what this evidence says about the student is minimally integrated into the e-portfolio Includes minimal short-term goals (skills learner needs to add/improve) Includes minimal long-term goals (professional and/or personal aims) Interpretation of learner's own achievements is expressed minimally 	<ul style="list-style-type: none"> Audience and purpose of e-portfolio is described or is somewhat obvious Somewhat addresses the Learning expectations and your own personal development Reflective comments about evidence as well as reflective comments about what this evidence says about the student is somewhat integrated into the e-portfolio Includes some short-term goals (skills learner needs to add/improve) Includes some long-term goals (professional and/or personal aims) Interpretation of learner's own achievements is expressed satisfactorily 	<ul style="list-style-type: none"> Audience and purpose of e-portfolio is described or is mostly obvious Mostly addresses the Learning expectations and your own personal development Reflective comments about evidence as well as reflective comments about what this evidence says about the student is mostly integrated into the e-portfolio Includes many short-term goals (skills learner needs to add/improve) Includes many long-term goals (professional and/or personal aims) Interpretation of learner's own achievements is expressed adequately 	<ul style="list-style-type: none"> Audience and purpose of e-portfolio is described or is obvious Addresses the Learning expectations and your own personal development Reflective comments about evidence as well as reflective comments about what this evidence says about the student is integrated into the e-portfolio Includes short-term goals (skills learner needs to add/improve) Includes long-term goals (professional and/or personal aims) Interpretation of learner's own achievements is expressed successfully

