UCM WRITING PROGRAM
EVALUATION RUBRIC FOR TEACHING E-PORTFOLIO
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While demonstrating technological competence and adeptness is important, the primary criteria that will be used for evaluating electronic teaching portfolios is evidence of student learning with a high value assigned to your analysis of that evidence. This rubric provides a general guideline for best practices in constructing an electronic teaching portfolio. NOTE: Four of five categories in this evaluation rubric address teaching and learning only. For additional help with e-portfolio development, contact the Writing Program Director.

	Superior	**Strong**	**Competent**	**Weak**
Design, Organization, and Navigation: Design is creative and professional with all required elements present and obvious. Organization is logical and appropriate. Navigational links are clear and operational.				
Pedagogical Content: Instructional materials clearly outline learning objectives and outcomes as well as convey evidence of adjustment in teaching based on assessment data.				
Evidence of Student Learning: Artifacts of student work clearly demonstrate some level of achievement of learning outcomes.				
Reflective Practice: Faculty is a reflective practitioner who continually evaluates the effects of his or her pedagogical practices on student learning and who actively seeks out opportunities to grow professionally.				
Scholarship of Teaching and Learning: Faculty engages in various forms of professional development. Faculty fosters relationships with program colleagues and the larger campus community to support student learning.				