ORAL ROBERTS UNIVERSITY
HEALTH, LEISURE, AND SPORT SCIENCES
DEPARTMENT
Whole Person Assessment Handbook

Welcome

The Health, Leisure, and Sport Sciences (HLSS) Department faculty have a sincere desire to help you succeed in your education, profession and life. The HLSS ePortfolio is a tool we use to help assess your progress in pursuit of a Bachelor's of Science degree in Health and Exercise Science, Leisure Science, Sports Management, or Physical Education.

The following handbook is designed to clarify the requirements of your HLSS Whole Person Assessment (WPA) and will serve as proof that you have met the departmental student outcomes. During this process the HLSS Department will also be able to assess its curriculum standards and requirements allowing improvements to occur in major outcomes.

Fritz G Huber, Ed.D., CSCS
Associate Professor and Chair
Health, Leisure, and Sport Sciences

**ORAL ROBERTS UNIVERSITY
HEALTH, LEISURE, AND SPORT SCIENCES
DEPARTMENT**

**Whole Person Assessment Handbook
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ORU's Founding Vision
and
Mission Statements

FOUNDING VISION

Oral Roberts University is a charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit.

God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

MISSION

To build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing.

Health, Leisure, and Sport Sciences Department's
Mission Statement

The mission of the Health, Leisure, and Sport Sciences Department is to complete the wholeness of the students of Oral Roberts University by imparting lifelong, foundational concepts concerning the development of a healthy lifestyle that includes physical fitness. In addition, it seeks to provide the departmental majors with knowledge and experiences to prepare them to successfully fulfill God's calling on their lives and go into every person's world.

HLSS Department Outcomes and Competencies

Objectives of the Health and Exercise Science Program are to prepare students to:

1. Use critical thinking skills within the context of the field of health and exercise.

2. Develop and use both verbal and written communication skills to strengthen the knowledge base and make contributions to the field of health and exercise.

3. Apply information technology to promote communication and facilitate the goals of health and fitness.

4. Evaluate and use research studies and apply findings to the training, conditioning, and/or rehabilitating process.

Objectives of the Leisure Science Program are to prepare students to:

1. Use critical thinking skills within the context of the field of leisure.

2. Develop and use both verbal and written communication skills to strengthen the knowledge base and make contributions to the field of leisure.

3. Apply information technology to promote communication and facilitate the goals of leisure science.

Objectives of the Sports Management Program are to prepare students to:

1. Use critical thinking skills within the context of the field of sports management.

2. Develop and use both verbal and written communication skills to strengthen the knowledge base and make contributions to the field of sports management.

3. Apply information technology to promote communication and facilitate the goals of sports management.

Objectives of the Physical Education Teaching Program are to prepare students to:

1. Effectively plan unit and lesson plans containing all necessary information, including appropriate objectives for lesson content in the physical education setting for K-12 students.

2. Demonstrate the ability to create assessment plans that measure student performance before, during, and after assessment and then be able to reflect on results from the assessments and make any instructional modifications for future lessons.
3. Demonstrate and apply movement and fitness concepts in the learning process for the K-12 student.

4. Display knowledge of the discipline specific concepts learned in the required major courses and applies it to the teaching process for K-12 students.

Whole Person Assessment Artifacts for Health and Exercise Majors

LEVEL	OUTCOME	HES OUTCOMES ARTIFACT	COURSE	RUBRIC
Capstone	1. Critical Thinking 4. Apply Research Findings	Internship Final Evaluation Form	HLSS 481	Internship Evaluation
Capstone	1. Critical Thinking 2. Written and Verbal Communication Skills 3. Information Technology 4. Apply Research Findings	Senior Paper Oral Defense	HLSS 499	Senior Paper
Capstone	1. Critical Thinking 4. Apply Research Findings	End of Instruction Exam	HLSS 499	Pre and Post Exam Comparison

E-Portfolio Artifacts for Leisure Science Majors

LEVEL	OUTCOME	LEISURE SCI OUTCOMES ARTIFACT	COURSE	RUBRIC
Capstone	1. Critical Thinking 2. Written and Verbal Communication Skills	Internship Final Evaluation Form	HLSS 482	Internship Evaluation
Capstone	1. Critical Thinking 2. Written and Verbal Communication Skills 3. Information Technology	Senior Paper Oral Defense	HLSS 499	Senior Paper
Capstone	1. Critical Thinking	End of Instruction Exam	HLSS 499	Pre and Post Exam Comparison

E-Portfolio Artifacts for Sports Management Majors

LEVEL	OUTCOME	SPORT MANGE OUTCOMES ARTIFACT	COURSE	RUBRIC
Capstone	1. Critical Thinking 2. Written and Verbal Communication Skills	Internship Final Evaluation Form	HLSS 483	Internship Evaluation
Capstone	1. Critical Thinking 2. Written and Verbal Communication Skills 3. Information Technology	Senior Paper Oral Defense	HLSS 499	Senior Paper
Capstone	1. Critical Thinking	End of Instruction Exam	HLSS 499	Pre and Post Exam Comparison

E-Portfolio Artifacts for Physical Education Majors

LEVEL	OUTCOME	P.E. OUTCOMES ARTIFACT	COURSE	RUBRIC
Capstone	1. Plan Unit & Lesson Plans 2. Create Assessment Plans 3. Apply Movement & Fitness 4. Apply Knowledge Learned to Teaching	Student Teaching Final Evaluation Form	PED 475 & PED 495	Student Teaching Evaluation
Capstone	1. Plan Unit & Lesson Plans 2. Create Assessment Plans 3. Apply Movement & Fitness 4. Apply Knowledge Learned to Teaching	Teacher Work Sample	PED 475 & PED 495	Teacher Work Evaluation
Capstone	1. Critical Thinking 3. Apply Movement & Fitness 4. Apply Knowledge Learned to Teaching	End of Instruction Exam	PED 495	Pre and Post Exam Comparison

Health and Exercise Science Rubrics

Internship Final Evaluation Rubric

Internship Final Evaluation for Health and Exercise Science
Students will have an intensive involvement within a setting comparative to their Health and Exercise Science concentration area (e.g. exercise specialist, pre-physical therapy, or pre-sports medicine). The internship final evaluation form will be completed by the site supervisor at the completion of the internship. Personal attributes, professional attitude and professional competence will be measured.

1. PERSONAL ATTRIBUTES

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Appearance	Appropriately and neatly dressed and groomed	Somewhat appropriately and neatly dressed and groomed	Lacks appropriate and neat dress and grooming	Not appropriately and neatly dressed and groomed	Not Attempted
Emotional control	Poise and self-control	Somewhat poised and self-control	Lacks poise and self-control	Not poise and self-control	Not Attempted
Enthusiasm	Evidence of liking to teach, zeal, and eagerness	Demonstrated some evidence of liking to teach, zeal, and eagerness	Lacks evidence of liking to teach, zeal, and eagerness	Showed no evidence of liking to teach, zeal, and eagerness	Not Attempted
Health	Capacity to meet physical demands of assignment	Showed some capacity to meet physical demands of assignment	Lacks capacity to meet physical demands of assignment	No capacity to meet physical demands of assignment	Not Attempted
Sense of humor	Ability to appreciate amusing situations and to laugh at one's self	Showed some ability to appreciate amusing situations and to laugh at one's self	Lacks ability to appreciate amusing situations and to laugh at one's self	No ability to appreciate amusing situations and to laugh at one's self	Not Attempted
Tact	Sensitive to motives and moods of others	Somewhat sensitive to motives and moods of others	Lacks sensitivity to motives and moods of others	Not sensitive to motives and moods of others	Not Attempted
Judgment	Maturity in decision making	Showed some maturity in decision making	Lacks maturity in decision making	No maturity in decision making	Not Attempted

2. PROFESSIONAL ATTITUDE

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Acceptance of practicum assignments	Willingness to accept all assigned responsibilities	Somewhat willing to accept all assigned responsibilities	Lacks a willingness to accept all assigned responsibilities	Not willing to accept all assigned responsibilities	Not Attempted
Acceptance of local philosophy of the program	Tries in every way to further program	Somewhat tries in every way to further program	Shows little effort to try in every way to further program	Doesn't try in every way to further program	Not Attempted
Cooperation	Willingness to cooperate with the administration and coworkers	Somewhat willing to cooperate with the administration and coworkers	Lacks willingness to cooperate with the administration and coworkers	Not willing to cooperate with the administration and coworkers	Not Attempted
Initiative	Willingness to organize necessary procedures	Somewhat willing to organize necessary procedures	Lacks willingness to organize necessary procedures	Not willing to organize necessary procedures	Not Attempted
Intrapersonal Relationships	Strives to achieve and maintain harmonious relationships	Somewhat strives to achieve and maintain harmonious relationships	Shows little effort to strive to achieve and maintain harmonious relationships	Doesn't strive to achieve and maintain harmonious relationships	Not Attempted

3.   PROFESSIONAL COMPETENCE

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Care of Facility and Equipment	Detailed inspection facility and equipment regularly	Somewhat detailed inspection facility and equipment regularly	Seldom preformed detailed inspection facility and equipment regularly	No detailed inspection facility and equipment regularly	Not Attempted
Resourcefulness	Meets new and/or difficult situations adequately	Somewhat meets new and/or difficult situations adequately	Seldom meets new and/or difficult situations adequately	Did not meet new and/or difficult situations adequately	Not Attempted
Dependability	Fulfills obligations and performs the duties accurately	Somewhat fulfills obligations and performs the duties accurately	Seldom fulfills obligations and performs the duties accurately	Did not fulfill obligations and performs the duties accurately	Not Attempted
Promptness	Arrives at work site on time, ready to perform required tasks	Somewhat arrives at work site on time, ready to perform required tasks	Seldom arrives at work site on time, ready to perform required tasks	Did not arrive at work site on time, ready to perform required tasks	Not Attempted
Knowledge of Subject Matter	Demonstrates adequate academic preparation	Somewhat demonstrates adequate academic preparation	Seldom demonstrates adequate academic preparation	Did not demonstrate adequate academic preparation	Not Attempted
Quality of Work	Preformed all internship duties properly and in a timely manner	Somewhat preformed all internship duties properly and in a timely manner	Seldom preformed all internship duties properly and in a timely manner	Did not perform all internship duties properly and in a timely manner	Not Attempted

Senior Paper Oral Defense Evaluation Rubric

Oral Defense Evaluation for Health and Exercise Science

Students will participate in an independently guided study for the purpose of researching a topic in the field of health and exercise. The outcome of this course will be a well - designed, researched, written, and presented senior paper.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Research Question	Posed a challenging research question in a clear and concise way.	Posed a somewhat challenging research question in a clear and concise way.	Posed a focused research question with readily available answers.	Question posed and research was random.	No research question
Sources	Forty-two or more extremely relevant professional sources were utilized for the conclusions presented.	Thirty-two or more relevant professional sources were utilized for the conclusions presented.	Twenty-two or more relevant professional sources were utilized for the conclusions presented.	Sources were not professional and the ones presented were not relevant to the topic.	No sources
Literature Review	Literature review on topic was extremely relevant, complete, clear, and supported with excellent commentary.	Literature review on topic was relevant, complete, clear, and supported with very good commentary.	Literature review was relevant, complete, clear, and was supported with good commentary.	Literature review lacked relevance, clarity, and good commentary.	No literature review
Ethical Use of Information	Sources used in presentation were documented in all instances.	Sources used in presentation were documented in all but one instance.	Sources used in presentation were documented in all but two instances.	Sources used in presentation were not documented in more than two instances.	no ethical use of information
Conclusions	Conclusions presented were excellent resulting in a very good summary of the research findings and recommendations.	Conclusions presented were very good resulting in a good summary of the research findings and resulting recommendations.	Fewer conclusions were presented resulting in an acceptable summary of the research findings and recommendations.	Conclusions were disorganized and incomplete resulting in lack of findings.	no conclusion
Presentation Format	Power Point or Prezi presentation was very relevant, clear, and organized with no grammatical or spelling errors.	Power Point or Prezi presentation was somewhat relevant, clear, and organized with fewer than 3 grammatical or spelling errors.	Power Point or Prezi presentation lacked relevance, clarity, and organization with 5 or more grammatical or spelling errors.	Power Point or Prezi was not used for the presentation.	did not follow presentation format

End of Instruction Exam Evaluation Rubric

End of Instruction Exam for Health and Exercise Science
The purpose of this exam is to determine the knowledge and understanding of students in the Health and Exercise Science program in the following areas:
- A working knowledge and understanding of kinesiological principles.
- Identify exercising challenges of special populations.
- Understand how the body responds to exercise or a sedentary behavior.
- Demonstrate the techniques of exercise testing.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
End of Instruction Exam	Scores 90% or above on exam	Scores 80 - 89% on exam	Scores 70 - 79% on exam	Scores 69% or below on exam	Does not attempt exam
Change in score when comparing pre to post exam	Post-exam score improves by 30% or greater compared to pre-exam	Post-exam score improves by 20 - 29% compared to pre-exam	Post-exam score improves by 10 - 19% compared to pre-exam	Post-exam score improves by less than 10% compared to pre-exam	Does not attempt pre-exam and/or post-exam

Leisure Science Rubrics

Internship Final Evaluation Rubric

Internship Final Evaluation for Leisure Science
Students will have an intensive involvement within leisure settings: municipal, non-profit, church and commercial, that offers the student opportunities to observe, assist or direct events in the field of leisure. The internship final evaluation form will be completed by the site supervisor at the completion of the internship. Personal attributes, professional attitude and professional competence will be measured.

1.   PERSONAL ATTRIBUTES

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Appearance	Appropriately and neatly dressed and groomed	Somewhat appropriately and neatly dressed and groomed	Lacks appropriate and neat dress and grooming	Not appropriately and neatly dressed and groomed	Not Attempted
Emotional control	Poise and self-control	Somewhat poised and self-control	Lacks poise and self-control	Not poise and self-control	Not Attempted
Enthusiasm	Evidence of liking to teach, zeal, and eagerness	Demonstrated some evidence of liking to teach, zeal, and eagerness	Lacks evidence of liking to teach, zeal, and eagerness	Showed no evidence of liking to teach, zeal, and eagerness	Not Attempted
Health	Capacity to meet physical demands of assignment	Showed some capacity to meet physical demands of assignment	Lacks capacity to meet physical demands of assignment	No capacity to meet physical demands of assignment	Not Attempted
Sense of humor	Ability to appreciate amusing situations and to laugh at one's self	Showed some ability to appreciate amusing situations and to laugh at one's self	Lacks ability to appreciate amusing situations and to laugh at one's self	No ability to appreciate amusing situations and to laugh at one's self	Not Attempted
Tact	Sensitive to motives and moods of others	Somewhat sensitive to motives and moods of others	Lacks sensitivity to motives and moods of others	Not sensitive to motives and moods of others	Not Attempted
Judgment	Maturity in decision making	Showed some maturity in decision making	Lacks maturity in decision making	No maturity in decision making	Not Attempted

2. PROFESSIONAL ATTITUDE

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Acceptance of practicum assignments	Willingness to accept all assigned responsibilities	Somewhat willing to accept all assigned responsibilities	Lacks a willingness to accept all assigned responsibilities	Not willing to accept all assigned responsibilities	Not Attempted
Acceptance of local philosophy of the program	Tries in every way to further program	Somewhat tries in every way to further program	Shows little effort to try in every way to further program	Doesn't try in every way to further program	Not Attempted
Cooperation	Willingness to cooperate with the administration and coworkers	Somewhat willing to cooperate with the administration and coworkers	Lacks willingness to cooperate with the administration and coworkers	Not willing to cooperate with the administration and coworkers	Not Attempted
Initiative	Willingness to organize necessary procedures	Somewhat willing to organize necessary procedures	Lacks willingness to organize necessary procedures	Not willing to organize necessary procedures	Not Attempted
Intrapersonal Relationships	Strives to achieve and maintain harmonious relationships	Somewhat strives to achieve and maintain harmonious relationships	Shows little effort to strive to achieve and maintain harmonious relationships	Doesn't strive to achieve and maintain harmonious relationships	Not Attempted

3. PROFESSIONAL COMPETENCE

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Care of Facility and Equipment	Detailed inspection facility and equipment regularly	Somewhat detailed inspection facility and equipment regularly	Seldom preformed detailed inspection facility and equipment regularly	No detailed inspection facility and equipment regularly	Not Attempted
Resourcefulness	Meets new and/or difficult situations adequately	Somewhat meets new and/or difficult situations adequately	Seldom meets new and/or difficult situations adequately	Did not meet new and/or difficult situations adequately	Not Attempted
Dependability	Fulfills obligations and performs the duties accurately	Somewhat fulfills obligations and performs the duties accurately	Seldom fulfills obligations and performs the duties accurately	Did not fulfill obligations and performs the duties accurately	Not Attempted
Promptness	Arrives at work site on time, ready to perform required tasks	Somewhat arrives at work site on time, ready to perform required tasks	Seldom arrives at work site on time, ready to perform required tasks	Did not arrive at work site on time, ready to perform required tasks	Not Attempted
Knowledge of Subject Matter	Demonstrates adequate academic preparation	Somewhat demonstrates adequate academic preparation	Seldom demonstrates adequate academic preparation	Did not demonstrate adequate academic preparation	Not Attempted
Quality of Work	Preformed all internship duties properly and in a timely manner	Somewhat preformed all internship duties properly and in a timely manner	Seldom preformed all internship duties properly and in a timely manner	Did not perform all internship duties properly and in a timely manner	Not Attempted

Senior Project Oral Defense Evaluation Rubric

Oral Defense Evaluation for Leisure Science

Students will participate in an independently guided study for the purpose of doing a project in the field of leisure. The outcome will be a well - designed, researched, written and presented project.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Introduction	Introduction is relevant, complete, clear and supported with excellent professional commentary.	Introduction is somewhat relevant, complete and supported by professional commentary.	Introduction is incomplete or lacks thoughtful explanation as it relates to observed experiences.	No introduction.	Not Attempted
History of Facility	History of facility is relevant, complete, clear and supported with excellent professional commentary.	History of facility is somewhat relevant, complete and supported by professional commentary.	History of facility is incomplete or lacks thoughtful explanation as it relates to observed experiences.	History of facility is not discussed.	Not Attempted
History of Event/ Activity	History of event/activity is relevant, complete, clear and supported with excellent professional commentary.	History of event/activity is somewhat relevant, complete and supported by professional commentary.	History of event/activity is incomplete or lacks thoughtful explanation as it relates to observed experiences.	History of event/activity is not discussed.	Not Attempted
Plan Components	Plan components are relevant, complete, clear and supported with excellent professional commentary.	Plan components are somewhat relevant, complete and supported by professional commentary.	Plan components are incomplete or lack thoughtful explanation as it relates to observed experiences.	Plan components are not discussed.	Not Attempted
Terms	Discussion on terms is relevant, complete, clear and supported with excellent professional commentary.	Discussion on terms is somewhat relevant, complete and supported by professional commentary.	Discussion on terms is incomplete or lacks thoughtful explanation as it relates to observed experiences.	Terms are not discussed.	Not Attempted

Risk Management	Risk management plan is relevant, complete, clear and supported with excellent professional commentary.	Risk management plan is somewhat relevant, complete and supported by professional commentary.	Risk management plan is incomplete or lacks thoughtful explanation as it relates to observed experiences.	Risk management plan is not discussed.	Not Attempted
Support Material	Support material is thoughtful and thorough in explanation related to research and future expectations.	Support material is generally thoughtful in explanation as it relates to the research and future expectations.	Support material lacks thoughtful explanation as it relates to research and future expectations.	Support material is not discussed.	Not Attempted
Publicity/ Advertising Timeline	Discussion on the publicity/ advertising timeline is relevant, complete, clear and supported with excellent professional commentary.	Discussion on the publicity/ advertising timeline is somewhat relevant, complete and supported by professional commentary.	Publicity/ advertising timeline is incomplete or lacks thoughtful explanation.	Neither the publicity nor advertising timeline are discussed.	Not Attempted
Visual Maps	Visual maps are thoughtful and thorough in explanation related to the layout of event/activity.	Visual maps are generally thoughtful in explanation as it relates to the layout or placement of event/activity.	Visual maps lacks thoughtful explanation as it relates to layout or placement of event/activity.	No visual map is given.	Not Attempted
Presentation Format	Power Point or Prezi presentation is relevant, clear and organized with no grammatical or spelling errors.	Power Point or Prezi presentation is somewhat relevant, clear and organized with few grammatical and spelling errors.	Power Point or Prezi presentation is lacks relevance, clarity, and organization; has grammatical and spelling errors.	Power Point or Prezi is not used for the presentation.	Not Attempted

End of Instruction Exam Evaluation Rubric

End of Instruction Exam for Leisure Science

The purpose of this exam is to determine the knowledge and understanding of students in the leisure science program in the following areas:

- A working knowledge and understanding of leisure.
- Different settings for leisure.
- How leisure influences the municipal, non-profit, church and commercial industry, both locally and globally.
- The importance of developing a professional perspective.
- Identify and evaluate major challenges confronting the field of leisure.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
End of Instruction Exam	Scores 90% or above on exam	Scores 80 - 89% on exam	Scores 70 - 79% on exam	Scores 69% or below on exam	Does not attempt exam
Change in score when comparing pre to post exam	Post-exam score improves by 30% or greater compared to pre-exam	Post-exam score improves by 20 - 29% compared to pre-exam	Post-exam score improves by 10 - 19% compared to pre-exam	Post-exam score improves by less than 10% compared to pre-exam	Does not attempt pre-exam and/or post-exam

Sports Management Rubrics

Internship Final Evaluation Rubric

Internship Final Evaluation for Sports Management
Students will have an intensive involvement within a sport organization: professional, collegiate, national or global, that offers the student opportunities to observe, assist or direct events in the sport management field. The internship final evaluation form will be completed by the site supervisor at the completion of the internship. Personal attributes, professional attitude and professional competence will be measured.

1.   PERSONAL ATTRIBUTES

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Appearance	Appropriately and neatly dressed and groomed	Somewhat appropriately and neatly dressed and groomed	Lacks appropriate and neat dress and grooming	Not appropriately and neatly dressed and groomed	Not Attempted
Emotional control	Poise and self-control	Somewhat poised and self-control	Lacks poise and self-control	Not poise and self-control	Not Attempted
Enthusiasm	Evidence of liking to teach, zeal, and eagerness	Demonstrated some evidence of liking to teach, zeal, and eagerness	Lacks evidence of liking to teach, zeal, and eagerness	Showed no evidence of liking to teach, zeal, and eagerness	Not Attempted
Health	Capacity to meet physical demands of assignment	Showed some capacity to meet physical demands of assignment	Lacks capacity to meet physical demands of assignment	No capacity to meet physical demands of assignment	Not Attempted
Sense of humor	Ability to appreciate amusing situations and to laugh at one's self	Showed some ability to appreciate amusing situations and to laugh at one's self	Lacks ability to appreciate amusing situations and to laugh at one's self	No ability to appreciate amusing situations and to laugh at one's self	Not Attempted
Tact	Sensitive to motives and moods of others	Somewhat sensitive to motives and moods of others	Lacks sensitivity to motives and moods of others	Not sensitive to motives and moods of others	Not Attempted
Judgment	Maturity in decision making	Showed some maturity in decision making	Lacks maturity in decision making	No maturity in decision making	Not Attempted

2. PROFESSIONAL ATTITUDE

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Acceptance of practicum assignments	Willingness to accept all assigned responsibilities	Somewhat willing to accept all assigned responsibilities	Lacks a willingness to accept all assigned responsibilities	Not willing to accept all assigned responsibilities	Not Attempted
Acceptance of local philosophy of the program	Tries in every way to further program	Somewhat tries in every way to further program	Shows little effort to try in every way to further program	Doesn't try in every way to further program	Not Attempted
Cooperation	Willingness to cooperate with the administration and coworkers	Somewhat willing to cooperate with the administration and coworkers	Lacks willingness to cooperate with the administration and coworkers	Not willing to cooperate with the administration and coworkers	Not Attempted
Initiative	Willingness to organize necessary procedures	Somewhat willing to organize necessary procedures	Lacks willingness to organize necessary procedures	Not willing to organize necessary procedures	Not Attempted
Intrapersonal Relationships	Strives to achieve and maintain harmonious relationships	Somewhat strives to achieve and maintain harmonious relationships	Shows little effort to strive to achieve and maintain harmonious relationships	Doesn't strive to achieve and maintain harmonious relationships	Not Attempted

3.   PROFESSIONAL COMPETENCE

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Care of Facility and Equipment	Detailed inspection facility and equipment regularly	Somewhat detailed inspection facility and equipment regularly	Seldom preformed detailed inspection facility and equipment regularly	No detailed inspection facility and equipment regularly	Not Attempted
Resourcefulness	Meets new and/or difficult situations adequately	Somewhat meets new and/or difficult situations adequately	Seldom meets new and/or difficult situations adequately	Did not meet new and/or difficult situations adequately	Not Attempted
Dependability	Fulfills obligations and performs the duties accurately	Somewhat fulfills obligations and performs the duties accurately	Seldom fulfills obligations and performs the duties accurately	Did not fulfill obligations and performs the duties accurately	Not Attempted
Promptness	Arrives at work site on time, ready to perform required tasks	Somewhat arrives at work site on time, ready to perform required tasks	Seldom arrives at work site on time, ready to perform required tasks	Did not arrive at work site on time, ready to perform required tasks	Not Attempted
Knowledge of Subject Matter	Demonstrates adequate academic preparation	Somewhat demonstrates adequate academic preparation	Seldom demonstrates adequate academic preparation	Did not demonstrate adequate academic preparation	Not Attempted
Quality of Work	Preformed all internship duties properly and in a timely manner	Somewhat preformed all internship duties properly and in a timely manner	Seldom preformed all internship duties properly and in a timely manner	Did not perform all internship duties properly and in a timely manner	Not Attempted

Senior Project Oral Defense Evaluation Rubric

Oral Defense Evaluation for Sports Management

Students will participate in an independently guided study for the purpose of doing a project in the field of sport management. The outcome will be well designed, researched, written and presented senior project.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Introduction	Introduction is relevant, complete, clear and supported with excellent professional commentary.	Introduction is somewhat relevant, complete and supported by professional commentary.	Introduction is incomplete or lacks thoughtful explanation as it relates to observed experiences.	No introduction.	Not Attempted
History of Facility	History of facility is relevant, complete, clear and supported with excellent professional commentary.	History of facility is somewhat relevant, complete and supported by professional commentary.	History of facility is incomplete or lacks thoughtful explanation as it relates to observed experiences.	History of facility is not discussed.	Not Attempted
History of Event/ Activity	History of event/activity is relevant, complete, clear and supported with excellent professional commentary.	History of event/activity is somewhat relevant, complete and supported by professional commentary.	History of event/activity is incomplete or lacks thoughtful explanation as it relates to observed experiences.	History of event/activity is not discussed.	Not Attempted
Plan Components	Plan components are relevant, complete, clear and supported with excellent professional commentary.	Plan components are somewhat relevant, complete and supported by professional commentary.	Plan components are incomplete or lack thoughtful explanation as it relates to observed experiences.	Plan components are not discussed.	Not Attempted
Terms	Discussion on terms is relevant, complete, clear and supported with excellent professional commentary.	Discussion on terms is somewhat relevant, complete and supported by professional commentary.	Discussion on terms is incomplete or lacks thoughtful explanation as it relates to observed experiences.	Terms are not discussed.	Not Attempted

Risk Management	Risk management plan is relevant, complete, clear and supported with excellent professional commentary.	Risk management plan is somewhat relevant, complete and supported by professional commentary.	Risk management plan is incomplete or lacks thoughtful explanation as it relates to observed experiences.	Risk management plan is not discussed.	Not Attempted
Support Material	Support material is thoughtful and thorough in explanation related to research and future expectations.	Support material is generally thoughtful in explanation as it relates to the research and future expectations.	Support material lacks thoughtful explanation as it relates to research and future expectations.	Support material is not discussed.	Not Attempted
Publicity/ Advertising Timeline	Discussion on the publicity/ advertising timeline is relevant, complete, clear and supported with excellent professional commentary.	Discussion on the publicity/ advertising timeline is somewhat relevant, complete and supported by professional commentary.	Publicity/ advertising timeline is incomplete or lacks thoughtful explanation.	Neither the publicity nor advertising timeline are discussed.	Not Attempted
Visual Maps	Visual maps are thoughtful and thorough in explanation related to the layout of event/activity.	Visual maps are generally thoughtful in explanation as it relates to the layout or placement of event/activity.	Visual maps lacks thoughtful explanation as it relates to layout or placement of event/activity.	No visual map is given.	Not Attempted
Presentation Format	Power Point or Prezi presentation is relevant, clear and organized with no grammatical or spelling errors.	Power Point or Prezi presentation is somewhat relevant, clear and organized with few grammatical and spelling errors.	Power Point or Prezi presentation is lacks relevance, clarity, and organization; has grammatical and spelling errors.	Power Point or Prezi is not used for the presentation.	Not Attempted

End of Instruction Exam Evaluation Rubric

End of Instruction Exam for Sports Management
The purpose of this exam is to determine the knowledge and understanding of students in the sport management program in the following areas:
- A working knowledge and understanding of sports management.
- Different setting for sports managers.
- How sports management influences professional, intercollegiate, and interscholastic and youth community sports both locally and globally.
- The importance of developing a professional perspective.
- Identify and evaluate major challenges confronting the sport industry.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
End of Instruction Exam	Scores 90% or above on exam	Scores 80 - 89% on exam	Scores 70 - 79% on exam	Scores 69% or below on exam	Does not attempt exam
Change in score when comparing pre to post exam	Post-exam score improves by 30% or greater compared to pre-exam	Post-exam score improves by 20 - 29% compared to pre-exam	Post-exam score improves by 10 - 19% compared to pre-exam	Post-exam score improves by less than 10% compared to pre-exam	Does not attempt pre-exam and/or post-exam

Physical Education Rubrics

HPE Performance Evacuation Student Teaching Rubric

Student Teaching Final Evaluation for Physical Education

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NA
NASPE 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	Appropriately applies physiological and biomechanical concepts in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are consistently used during the lesson. Instruction for skillful movement, physical activity, or fitness includes the "how" and "why" of the movement, physical activity, or fitness. Evidence of advanced physiological and biomechanical concepts demonstrated in planning and implementation of the content. Exceeds the criterion score established by the program for this assessment.	Appropriately applies physiological and biomechanical concepts in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are consistently used during the lesson. Instruction for skillful movement, physical activity, or fitness includes the "how" and "why" of the movement, physical activity, or fitness. Meets the criterion score established by the program on selected assessments in physiology and biomechanics.	Appropriately applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues identified in the plan are used during the lesson. Instruction for skillful movement, physical activities, or fitness includes the "how" and "why" of the movement, physical activity, or fitness. Meets the criterion score established by the program on selected assessments in physiology and biomechanics.	Application of physiological and biomechanical concepts in planning for and delivering instruction is weak. Skill cues are appropriate in plan, but fail to use the identified skill cues during the lesson. Instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with the "how" of the movement, physical activity, or fitness. Fails to meet the criterion score established by the program on selected assessments in physiology and/or biomechanics	
NASPE 1.2 Describe and apply motor learning and psychological /behavioral theory related to skillful movement, physical activity, and fitness.	Appropriately applies motor learning, psychological, and behavioral theory in planning for and delivering instruction. Practice conditions in which the motor learning and psychological/ behavioral theory are applied allow for individual differences and practice conditions are adjusted based on student responses. Controls student behavior using proactive strategies including encouraging student self-responsibility with the student sharing in the feedback response. Exceeds the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory	Appropriately applies motor learning, psychological, and behavioral theory in planning for and delivering instruction. Practice conditions in which the motor learning and psychological/ behavioral theory are applied allow for individual differences and practice conditions are adjusted based on student responses. Controls student behavior using proactive strategies including encouraging student self-responsibility. Meets the criterion score established by the program on assessments in motor learning and psychological and behavioral theory.	Demonstrates knowledge of the various theories and applies the theories to teaching by describing motor learning and psychological/ behavioral theory. Practice conditions in which the motor learning and psychological/ behavioral theory are applied allow for individual differences. Controls student behavior through the use of proactive strategies (i.e. catch them when they are good, awarding positive behavior, etc.). Meets the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory.	Demonstrates a novice level of knowledge of the motor learning and psychological/ behavioral theories, but fails to apply theories to teaching. Practice conditions used for skill acquisition do not allow for individual differences. The plan in place to apply psychologically and behavioral theory is inadequate and not motivating for performance. Fails to meet the criterion score established by the program on assessments in motor learning and/or psychological/ behavioral theory.	

NASPE 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.	Appropriately applies an in-depth knowledge of the critical elements and applies motor development theory and principles in planning for and delivering instruction (for all stages of student proficiency); evidence is provided by P-12 students' changes in behavior (learning occurs) in a wide variety of skillful movements, physical activities, and personal fitness. Exceeds the criterion score established by the program on assessments of motor development.	Appropriately identifies critical elements and applies motor development theory and principles in planning for and delivering instruction (for all stages of student proficiency); evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities, and personal fitness. Meets the criterion score established by the program on assessments in motor development.	Appropriately identifies critical elements and applies motor development theory and principles in planning for and delivering instruction. Plans and implement lessons that are developmentally appropriate (neither too hard nor too easy). Demonstrates application of motor development theory by using developmentally appropriate teaching cues, and planning developmentally appropriate practice opportunities. Meets the criterion score established by the program on assessments in motor development.	does not adequately identify critical elements of motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities. Fails to meet the criterion score established by the program on assessments in motor development.	
NASPE 1.5 Analyze and correct critical elements of motor skills and performance concepts	Candidate analyzes, detects, and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. Provides specific, corrective feedback on critical elements for both motor skills and tactics. Identifies objectives related to decision making and the effective use of strategies and tactics and plans practice activities congruent to objectives. Provides specific, corrective feedback to students on the effective use of strategies and tactics. Also engages the students in self-assessment and reflection of skill performance.	Candidate analyzes, detects, and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. Provides specific, corrective feedback on critical elements for both motor skills and tactics. Identifies objectives related to decision making and the effective use of strategies and tactics and plans practice activities congruent to objectives. Provides specific, corrective feedback to students on the effective use of strategies and tactics.	Candidate analyzes, detects, and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. Provides specific, corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in which skills are executed. Identifies objectives related to decision making and the use of strategies and tactics. Provides feedback to students on the effective use of strategies and tactics.	Candidate can analyze, detect, and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format. Can identify key elements of motor skills, but feedback on the skills is non-specific. Lessons focus on skills without consideration for the context in which skills are executed. Provides limited feedback to students on the effective use of tactics and strategies.	
NASPE 3.2 Develop and implement appropriate (e.g. measurable, develop-mentally appropriate, performance-based) goals and objectives aligned with local, state, and/or national standards.	Objectives are appropriate for Subject area/ developmental level of learners, are explicitly connected to the standards, and provide appropriate challenges for students. Objectives incorporate all domains of learning or content areas. Objectives are measurable & contain criteria for student mastery.	Objectives are appropriate for Subject area/ developmental level of learners, are explicitly connected to the standards, and provide appropriate challenges for students. Objectives incorporate some of the domains of learning or content areas. Objectives are measurable & contain criteria for student mastery.	Objectives are appropriate for subject area/ developmental level of learners, are connected appropriately to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives identify criteria.	Objectives are inappropriate for the subject area/ developmental level of learners by being either too difficult or too easy. Objectives only contain performance. Objectives are inappropriate, failing to align objectives with local, state, and/or national standards.	

NASPE 3.3 Design and implement content that is aligned with lesson objectives.	Selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/model selected maximizes practice opportunities in a wide variety of skill activities, allows, for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Using a wide variety of learning activities allow students to achieve objectives.	Selects teaching approach/model that is congruent with the goals/objectives. The plan develops and implements developmentally appropriate goals. The approach/model selected provides practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives.	Selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/ objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment, space, and context (open or closed environment) in which the skill/activity will be performed. The plan develops developmentally appropriate goals.	Selects model/ approach that is incongruent with the subject matter/content, student population, and/or goals/objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives.	
NASPE 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.	Plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. Uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences.	Plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. Uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Provides for student choices in equipment, space, or level of task based on individual differences.	Plans for instructional adaptations for individual differences. Can articulate an appropriate rationale for adaptations. Uses an instructional approach throughout the lesson to account for variations in learning styles and prior experiences. Provides student choices in equipment, space, or level of tasks based on individual differences.	Does not plan or minimally plans for adaptations based on individual differences. Instruction is not individualized and a "one size fits all" approach is taken. Uses one instructional model/ approach throughout the lesson. Does not make adaptations or offer choices in equipment, space use, or practice tasks based on individual differences.	
NASPE 3.5 Plan and adapt instruction to diverse student needs, adding specific accommoda-tions and/or modifica-tions for student exception-alities.	Actively considers diverse student needs in the planning and instruction. Accounts for diversity & makes accommodations for the diversity found using creativity & foresight. Clear from the TC's behavior that components e.g. units of instruction & physical activity skills to be taught, selection of students demonstrating, the methods of grouping students with diversity have driven instructional decision making. Collaborates with IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.	Accounts for diverse student needs or makes accommodations for the diversity found within the student population using creativity and foresight. Demonstrates teaching behaviors that reflect thoughtful consideration of diverse needs through the selection of units and physical activity skills to be taught. Collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.	Accounts for student diversity & accommodates within the class by planning & implementing lessons with modifications based on gender, race, physical/mental handicap, or socioeconomic status. Demonstrates teaching behaviors that reflect thoughtful consideration of diversity through unit selection & skills to be taught using variety of students to demonstrate/grouping for instruction/play. Collaborates with IEP team on the lessons that meet the needs of students with disabilities.	Fails to account for student diversity within the class based on gender, ethnicity, physical/ mental handicap, or socioeconomic status. Does not make accommodations for diversity found within the student population. Failure to account for diversity such as choices of units and skills to be taught, students chosen to demonstrate, and grouping of students for instruction/play. Fails to collaborate with IEP team on the planning/implementing of lessons that meet the needs of students with disabilities.	

NASPE 3.6 Plan and implement progressive sequential instruction that addresses the diverse needs of students.	Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). Makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical with no gaps in progressions. Multiple learning experiences are provided allowing students to begin and end at different levels based on individual readiness. Progressions are sequential with opportunities for students to extend tasks to increase or decrease the challenge. Individualizes starting points for students based on student pre-assessment. Sets high expectations for all students.	Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). Makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical with no gaps in progressions. Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Individualizes starting points for students based on student pre-assessment. Task complexity is appropriate for skill and developmental levels of students.	Considers the context of the teaching environment and the context are reflected in the planning/ implementation of lessons. Multiple methods are used to convey content. Groups students in a variety of ways based on lesson objectives. All students are expected to learn and achieve mastery. Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (neither too easy nor too difficult). Makes some adjustments to tasks to accommodate students' developmental levels, but adjustments are across the entire class and not individualized. Progressions are sequential and progressive with no gaps. Task complexity is appropriate for skill and developmental levels of students. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning. Pre-assesses students to determine an appropriate starting point.	Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. Fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery. Fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson.	
NASPE 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriate use technology to meet lesson objectives.	Integrates learning experiences that require students to use various technologies in a physical activity setting. Demonstrates mastery of current technologies and uses technology to enhance student learning. Uses technology such as pedometers, video, etc. to provide feedback to students. Students are given the opportunity to use the results of the technology in self-analysis of performance. Use of technology is aligned with lesson objectives.	Integrates learning experiences that require students to use various technologies in a physical activity setting. Demonstrates mastery of current technologies and uses the technology to enhance student learning. Incorporates technology such as pedometers, video, heart rate moniters etc. Use of technology is aligned with lesson objectives.	Integrates learning experiences that involve students in the use of available technology. Demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. Use of technology is aligned with lesson objectives.	Does not make appropriate use of the available technology. Demonstrates limited knowledge of current technology and its applications in a physical activity setting. Use of technology does not align with lesson objectives.	

NASPE 4.1 Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats.	Uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication such as tasks sheets, bulletin boards, etc. are used throughout the lesson. Giving and receiving of feedback is evident. A positive learning environment is fostered.	Uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication such as tasks sheets, bulletin boards, etc. are used throughout the lesson.	Verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate a regional colloquialism. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection. Verbal and nonverbal communication is used throughout the lesson. Uses an alternative form of communication such as tasks sheets, bulletin boards, etc. to communicate content.	Verbal interactions have an occasional mistake in grammar, poor diction, and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection. All communication is verbal with no other form of communication used.	
NASPE 4.2 Implement effective demonstra-tions, explana-tions, instruct-tional cues and prompts to link physical activity concepts to appropriate learning experiences.	Provides an effective demonstration/ model during the instructional episode. Creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. Consistently repeats the instructional cues or prompts throughout the lesson. Maximal time in physical activity is given due to effective instructional and demonstration cues.	Provides an effective demonstration/model during the instructional episode. Creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. Consistently repeats the instructional cues or prompts throughout the lesson.	Provides an effective demonstration/model during the instructional episode. Creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. Repeats the cues/prompts multiple times during the lesson.	Either provides no demonstration or an incorrect demonstration during the instructional episode. Provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional cues are incorrect or do not identify key elements of the skill/strategies.	
NASPE 4.3 Provide effective instruct-tional feedback for skill acquisition, student learning, and motivation.	Provides positive, specific, corrective feedback that is well-timed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given on a consistent basis to help motivate students to improve and participate in effective movement.	Provides positive, specific, corrective feedback that is well-timed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given.	Provides both generalized and corrective feedback that is well-timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Group feedback with some individual feedback is given.	Provides generalized feedback without connecting the feedback to a specific response. Feedback is motivational and not corrective. Feedback is provided to the group as a whole.	
NASPE 4.4 Recognize the changing dynamics of the environment and adjust instruct-tional tasks based on student responses.	Demonstrates flexibility and creativity when adjusting the lesson based on student responses. Appropriately responds to teachable moments during the lesson using a wide variety of strategies to demonstrate correct responses.	Demonstrates flexibility and creativity when adjusting the lesson based on student responses. Appropriately responds to teachable moments during the lesson.	Makes adjustments to planned lesson based on student responses. Demonstrates flexibility in the lesson or with students by adjusting lesson based on student responses.	Delivers lessons by remaining on script without regard to student responses. Fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.	

NASPE 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	TC has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues. Rules are consistently enforced. Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and creative. Space use is maximized through careful planning with students participating in the organization of the space for their use. Students consistently self-manage their behavior during lessons. Creates a supportive environment where students are encouraged and supported to create a positive and productive learning environment.	TC has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues. Rules are consistently enforced. Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and creative. Space use is maximized through careful planning with students participating in the organization of the space for their use. Students consistently self-manage their behavior during lessons. Creates a supportive environment that invites student participation.	TC has established rules for the classroom and consistently enforced these rules. Rules are stated in developmentally appropriate language. Managerial routines are present & system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, & other class routines. There is a clear stop and start signal in place. Effective use of space is evident in the lesson (students are neither too far or too close together). Behavior issues are immediately, efficiently, and effectively addressed by proactive strategies as student prompts. Creates a environment that invites student participation.	TC has ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language inappropriate for the age group. Managerial routines are not present and no systems are in place for distribution/ return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Arrangement of students does not allow them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart).There is not a clear stop and start signal in place. Behavior issues are addressed insufficiently or ineffectively.	
NASPE 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Selects both direct & indirect instructional approaches including cooperative learning, peer teaching, and child-designed instruction. Students are given multiple choices during the lesson about equipment, starting points, partners or groups that will help to promote positive relationships with peers & an environment conducive to effective learning.	Selects both direct and indirect instructional approaches including cooperative learning, peer teaching, and child-designed instruction. Students are given multiple choices during the lesson about equipment, starting points, partners or groups.	Selects both direct and indirect instructional approaches including task and inquiry (problem solving). Students are given choices throughout the lesson about equipment, starting points, or partners or groups.	Relies on direct instruction for each lesson. Students are not allowed to make decisions in the context of the class. Student's only choice is to participate or not to participate in the lesson.	
NASPE 5.1 Select or create appropriate assessments that will measure student achievement of the goals and objectives.	Creates and selects assessments to adjust current and future lessons. On-going assessments as well as summative & formative assessments are used at all times/contexts. Record keeping provides detailed information on students' progress, analyses data to check student's improvement and achievement. Checks for short/long term improvement. The assessments help to provide individual students or groups effective performance. The assessment tools are valid & reliable.	Creates and selects assessments to adjust current and plan future lessons. On-going assessments as well as summative and formative assessments are used in many contexts. Candidate ensures record keeping provides detailed information on students' progress, analyses data to check for student improvement and achievement. Checks for short term and long term improvement	Selects appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. Records, analyses assessment data to check for student improvement and achievement. Planned assessments are appropriate for the lesson and/or standards. Student progress & achievement is recorded.	Shows no evidence (or minimal evidence) of planning for formal or informal assessment. There is no plan for record keeping or analysis of data. Assessments do not match/measure the lesson objectives and/or standards. Some of the objectives are not assessed.	

NASPE 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.	Uses a wide variety of assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/ administrators) Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used which allow students to achieve mastery on summative assessments.	Uses multiple assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/ administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments.	Uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. Planned assessments are appropriate for the lesson and/or standards. Record keeping provides information on student learning. Learning/practice opportunities are based on pre-assessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades.	Demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only occurs after instruction. Assessments do not match the lesson objectives and/or standards. Learning/ practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan with no regard for pre-assessments or formative assessments. Grades are determined by "effort" or "participation."	
NASPE 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	Dress exceeds the requirements of the school and university guidelines. Maintains confidentiality regarding colleagues, students, or families. Consistently demonstrates behaviors that are consistent with equitable treatment for all students and foster an environment where all students are respectful of each other. Maintains professional relationships with students in and out of the school setting. Consistently uses instructional strategies and behaviors that demonstrate respect for the rights and feelings of others	Dress exceeds the requirements of the school and university guidelines. Maintains confidentiality regarding colleagues, students, or families. Consistently demonstrates behaviors that are consistent with equitable treatment for all students and foster an environment where all students are respectful of each other. Maintains professional relationships with students in and out of the school setting. Uses instructional strategies and behaviors that demonstrate respect for the rights and feelings of others.	Dress is consistent with school and university guidelines. Maintains confidentiality regarding colleagues, students, or families. Demonstrates behaviors that are consistent with equitable treatment for all students. Maintains professional relationships with students in and out of the school setting.	Dresses inappropriately for school setting in violation of school and university dress codes. Fails to maintain Confidentiality regarding colleagues, students, or families. Demonstrates favoritism for specific students or groups of students. Has inappropriate contact with students outside of the classroom or uses inappropriate language with or around students. Exhibits behaviors that are indicative of gender or racial bias.	
NASPE 6.4 Communicate in ways that conveys respect and sensitivity.	Teaches using culturally responsive approaches. Demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. Always demonstrates compassion for others in their teaching while avoiding "put down." Actively listens and values the opinion of others.	Teaches using culturally responsive approaches. Demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. Demonstrates concern for others in their teaching while avoiding "put downs." Listens to others and demonstrates respect for their opinion.	Attempts to teach in a culturally responsive way. Demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. Avoids sarcasm and "put downs" while interacting with students.	Interacts with others in a professional manner, but sometimes resorts to the use of "slang" terms during conversations with students. Sometimes "puts down" students in front of classmates. Occasionally demonstrates behaviors or language that is insensitive to culturally differences.	

Teacher Work Sample Evaluation Rubric

Teacher Work Sample Evaluation for Physical Education

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NA
Health and Fitness Plan Objectives (NASPE 3.1) Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs	The health and fitness goals and objectives that are planned and implemented are lower, medium and higher levels, stated in terms of performance expectations, are developmentally appropriate and meet all the components of health and physical fitness. Adaptation objectives are implemented that incorporate the varying learning and developmental patterns of students across cognitive, linguistic, social emotional and physical domains of student development. Are both short term and long term plans, linked to instructional goals, include all the components of health and physical fitness, and meet a variety of student needs in the group as a whole and within subgroups and all individual needs.	The health and fitness objectives that are planned and implemented are lower, medium level and higher level; stated in terms of performance expectations, are developmentally appropriate and include all the components of health and physical fitness. Are both short term and long term plans, linked to instructional goals, include all the components of health and physical fitness, and meet a variety of student needs in the group as a whole and also individual student needs	The health and fitness objectives that are planned and implemented are both short term and long term plans, linked to instructional goals, include some of the components of health and physical fitness, and meet a variety of student needs in the group	The fitness objectives that are planned and implemented are low level and not stated in levels of performance, do not include the components of health and physical fitness, nor are they aligned with the unit goals.	
Content Knowledge Objectives (NASPE 3.2, Develop and implement appropriate (e.g. measurable, developmentally appropriate, performance based) goals and objectives aligned with the local, state and/or national standards	In **candidate planning and implementation:** The unit goal objectives are well written, developmentally appropriate, representing a balance of low, middle, and high level objectives described in terms of pupil knowledge expected including how the student will become a physically educated individual. All three domains of learning are represented and objectives are completely aligned with the local, state and national standards (NASPE). Objectives **implemented** also include student self-reflection, self-motivation and self-assessments	In **candidate planning and implementation:** The unit goal objectives are well written, developmentally appropriate representing a balance of low, middle, and high level, and describe how the student will become a P.E. individual. All three domains are very well represented and implemented; objectives are completely aligned with the local, state and national standards (NASPE).	In **candidate planning and implementation:** The unit goals objectives are developmentally written with a balance of high and low level objectives, adequately describes how the student will become a physically educated individual. The implemented objectives are aligned with local, state and national standards (NASPE).	In **candidate planning and implementation:** The unit goal objectives are not developmentally appropriate and are low level knowledge goals for the grade level chosen. All three domains are not represented. The implemented goals do not align with the local, state and national standards (NASPE).	

Skill/ Performance Objectives (NASPE 3.3) Design and implement content that is aligned with lesson objectives.	**In candidate's planning:** Objectives represent a balance of low, medium, and high level motor skill performance goals, goals are well written, developmentally appropriate and thoroughly describe pupil performance expected. Objectives **implemented** also equip students to conduct self-evaluations of performance and self – assessments. The goals are also aligned with NASPE standards and lesson objectives.	In candidate's design of lesson, objectives represent a balance of low, medium, and high level performance goals, and describe with clear steps what is expected in terms of pupil performance when the objectives have been **implemented** as well as aligning most of the goals with NASPE standards and lesson objectives.	In candidate's **design of lesson**, objectives represent a balance of low and high level lesson performance goals and adequately describe what is expected in terms of performance when the objectives have been **implemented,** as well as aligning some of the goals with NASPE standards & lesson objectives.	In candidate's **design of lesson,** objectives only represent a low level of performance expected and does not describe what is expected in terms of pupil performance when the objectives have been **implemented.** The goals are not aligned with the NASPE standards.	
Active Inquiry (NASPE **3.5** Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities	Unit design includes a majority of procedures that actively engage students in questioning concepts, developing learning strategies, and deliberately checks for understanding prior to the physical education activity, as well as at the end of the lesson for closure, and modifies instruction based on the assessment of student understanding. Plans and adapts strategies for diverse student needs	Unit design includes a majority of procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations, and deliberately checks for understanding. This is done at the beginning of the lesson only. Plans and adapts strategies for diverse student needs	Unit design includes a variety of procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations, and checks for some understanding. Plans and adapts strategies for diverse student needs	Unit design includes some procedures for engaging students in active inquiry but most procedures rely on passive, rote, recall strategies for the learner	
Multiple learning strategies (NASPE **3.6** Plans and implements progressive and sequential instruction that addresses the diverse needs of all students	**In candidate planning and implementation:** Multiple instructional strategies utilizing multiple types/levels of learning are incorporated throughout the unit. The plan incorporates a fitness warm up activity described in detail in conjunction with the lesson as one of the multiple strategies. Strategies are progressive and sequential and address the diverse needs of students, the group as a whole, and within sub-groups of students	**In candidate planning and implementation:** Two instructional strategies are utilized and described thoroughly and incorporated throughout the unit. The learning strategy does incorporates a fitness warm up with the lesson, and is described.. Strategies are progressive and sequential and address the diverse needs of students	**In candidate planning and implementation:** One or two instructional strategies are used and described in simple terms with a fitness warm-up activity as part of the lesson. They are progressive and sequential and address the diverse needs of students	**In candidate planning and implementation:** Only one instructional strategy is used and is listed but not described.	

Technology (NASPE 3.7) Demonstrate knowledge of current technology by planning and **implementing** learning experiences that require students' to appropriately use technology to meet lesson objectives	**In candidate planning and implementation** Technology is integrated throughout instruction and makes a meaningful contribution to learning, technology use is aligned to lesson objectives and students have whole lesson time hands-on access of using a variety of technology. Also, technology was used as an assessment tool.	**In candidate planning and implementation** Technology is integrated throughout instruction and makes a meaningful contribution to learning as it is aligned to lesson objectives, and students have structured time hands-on access or usage of technology to meet lesson objectives.	**In candidate planning and implementation:** Technology is integrated throughout instruction and makes a meaningful contribution to learning, as it is aligned to lesson objectives; students sometimes have structured time hands-on access or usage of technology to meet lesson objectives.	**In candidate planning and implementation:** Technology is used without due regard to learning outcomes (i.e., it is just an add-on to fulfill the requirement).	
Assessment Challenge	The assessments are challenging (i.e., tasks not simplistic; test discriminate between students who attain outcome & those that cannot. Students are not able to answer correctly if they have missed class, not paid attention, etc.) & are adjusted based on individual needs and specific group needs. Also, information asked on assessment instruments are relevant to material covered & the assessments cover essential content and skills addressed during instruction. A clear record is maintained & updated of student achievement of goals & objectives using technology.	The assessments are challenging (i.e., tasks are not simplistic; test can discriminate between students who attain the outcome and those that cannot. Students should not be able to answer correctly if they have missed class, not paid attention, guessed, etc.) and are adjusted based on individual student needs. Additionally, information asked on assessment instruments are relevant to material covered during instruction, and the assessments cover essential content and skills from all those addressed during instruction.	The assessments are challenging (i.e., tasks are not simplistic; test can discriminate between students who attain the outcome and those that cannot. Students should not be able to answer correctly if they have missed class, not paid attention, guessed, etc.) and are adjusted based on individual student needs. However, information asked on assessment instruments are not relevant to material covered during instruction, nor do the assessments cover essential content and skills from all those addressed during instruction.	The assessments are challenging (i.e., tasks not simplistic; test discriminates between students who attain outcome and those that cannot. Students not able to answer correctly if they have missed class, etc.), but not adjusted based on individual student needs. Also, information asked on assessment instruments not relevant to covered material, nor do the assessments cover essential content and skills from those addressed during instruction.	
NASPE 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.	TC uses multiple assessments. On-going assessments as well as pre-assessment, summative and formative assessments are used in many contexts. Record keeping details information on students and can be transformed into a format that is accessible to parents and administrators. Assessments are used to give instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used which allow students to achieve mastery on summative assessments. Assessments are used from textbooks and some assessments are designed strategically and innovatively to meet student needs.	TC uses multiple assessments. On-going assessments as well as pre-assessment, summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). Assessments are used to give instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments from textbooks are used which allow students to achieve mastery on summative assessments.	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc.) regularly. Planned assessments are appropriate for the lesson and/or standards. Record keeping provides information on student learning. Learning/practice opportunities are based on preassessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades.	TC demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only occurs after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan with no regard for pre-assessments or formative assessments. Grades are determined by "effort" or "participation	

Motivational Elements (NASPE 4.3) Provide effective instructional feedback for skill acquisition, student learning and motivation	Motivational strategies are both intrinsic and extrinsic in nature. Students are provided with appropriate choices related to a variety of simple and complex activities, in the physical education classroom. Feedback provided to the students incorporates at least four or more biblical principles.	Motivational strategies are both intrinsic and extrinsic in nature. Students are provided with appropriate choices related to different activities in the physical education classroom. Feedback provided to the students incorporate two to three biblical principles.	Most motivational strategies based on some intrinsic/ extrinsic motivators. Opportunities for student choice are related to 1 or 2 simple activities in the P.E. classroom. Feedback is provided to the student by the teacher and incorporates at least one biblical principle.	All motivational strategies are based on external rewards and punishment only, with no opportunity for student choice related to activities in the physical education classroom. No feedback is provided to the students by the teacher.	

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End of Instruction Exam Evaluation Rubric

End of Instruction Exam for Physical Education
The purpose of this exam is to determine the knowledge and understanding of students in the physical education teaching in the following areas:
- Understand how the body responds to exercise or a sedentary behavior.
- Using proper instruction & class design for diverse student populations.
- Use of appropriate technology.
- Design and implement Health and Fitness objectives.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
End of Instruction Exam	Scores 90% or above on exam	Scores 80 - 89% on exam	Scores 70 - 79% on exam	Scores 69% or below on exam	Does not attempt exam
Change in score when comparing pre to post exam	Post-exam score improves by 30% or greater compared to pre-exam	Post-exam score improves by 20 - 29% compared to pre-exam	Post-exam score improves by 10 - 19% compared to pre-exam	Post-exam score improves by less than 10% compared to pre-exam	Does not attempt pre-exam and/or post-exam

Frequently Asked Questions

Here are some frequently asked questions about ePortfolio and related services.

What is an ePortfolio?
An ePortfolio (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's course work and faculty assessment of that work. It is a secure Internet site. The University collects data from all student ePortfolios to be used in preparing accreditation reports and in evaluating student achievement and the effectiveness of the University's programs and curriculum.

What is an artifact?
An "artifact" is another name for an assignment that you upload to your ePortfolio. These assignments are required for everyone taking a particular course. Students with ePortfolio accounts turn in the assignment in class <u>and</u> through their ePortfolio.

What is a rubric?
A rubric is a chart used to help a professor assess artifacts fairly and consistently. The left-hand column lists the different criteria being graded. For each criterion, the rubric presents a horizontal breakdown of what qualifies as Exemplary, Competent, Acceptable, Unacceptable, and Not Attempted work. See the sample below.

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Logical organization of ideas for thesis development	Organizes all ideas in logical sequence for clear thesis development	Organizes most ideas in logical sequence for clear thesis development	Organizes some ideas in logical sequence for clear thesis development	Organizes ideas illogically for thesis development	Does not organize ideas for thesis development
Creativity of expression	Presents the material effectively and creatively with originality	Presents the material effectively and creatively	Presents the material creatively	Presents the material with little creativity	Does not present the material creatively

Rubrics help students to know what is expected of them, and rubrics help professors evaluate students' work based on clearly defined criteria.

What is Chalk & Wire?
Chalk & Wire is a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. ORU has been a research and development partner with Chalk & Wire since February 2003 and is currently utilizing two Internet-based programs (ePortfolio™ and RubricMarker™) as support for the University's electronic portfolio system.

What is assessment?
Assessment is <u>not</u> a grade. Rather, it is your professor's evaluation of the quality of your work when compared with a consistent standard. For instance, if you are submitting an artifact under the Intellectual Creativity student learning outcome proficiency, your professor is assessing how well your work demonstrates your attainment of the criteria chosen by the ORU faculty to be a significant component of Intellectual Creativity.

Why is it possible to receive a Whole Person Assessment that is either higher or lower than my grade for the assignment?
When a professor <u>grades</u> an assignment, he or she takes into account such factors as appropriate format, proper grammar and usage, and acceptable logic, essentially asking the question, "How good is this paper?" When a professor <u>assesses</u> an assignment for ePortfolio, he or she is focusing on the specific criteria on the rubric. In this situation, the professor asks the question, "How well does this paper demonstrate that the student has attained the qualities outlined for this particular outcome or proficiency?" Therefore, a student may write an A paper (a paper that demonstrates technical proficiency and scholarly research) that does not fulfill all of the criteria on the rubric—thus receiving a poor assessment. Or a student may write a C paper (a paper demonstrating technical problems) that completely covers the rubric criteria—thus receiving a high assessment. Therefore, it is very important for students to compose/create their artifact assignments knowing both the criteria for ePortfolio assessment <u>and</u> the criteria for grading. Also, rubrics do not usually include late penalties, etc.

Why do I need to complete a demographic survey when I set up my ePortfolio?
ORU does not discriminate on the grounds of race, color, sex, age, national origin, disability, or veteran status. However, the demographic information that you provide is very useful to us as we analyze our student data. These surveys help us understand our student body so that we can better understand and meet the needs of our incoming students. We also use them to collect data for reporting purposes.

How do I know what artifact is required for each course?
Consult the General Education Whole Person Assessment Handbook available online at wpahandbook.oru.edu for a comprehensive list of all artifacts for general education courses.   Also, consult this Behavioral Sciences Department's ePortfolio Handbook on pp. 10-13 for a comprehensive list of artifacts for your Psychology or Social Work Major.

What ePortfolio requirements do I need to complete if I am a transfer student?
You will need to fulfill all applicable ePortfolio requirements for classes taken <u>at ORU</u>. There may be gaps in your ePortfolio from the classes you took elsewhere.

Do I have to complete ePortfolio artifacts if I'm taking summer school or online courses?
Yes. Regardless of the course format, artifacts are still required.

Can I get specific, personal feedback from my professor through ePortfolio?
Yes! When your professor assesses your artifact, you will automatically get a colored bar graph designating how you scored on the various areas listed on the rubric. In addition, your professor has the option to insert specific comments next to each criterion.

Does it matter what I name my artifact?
Currently, the ePortfolio default setting is to give your artifact the name of your document file with X's between the words. (For instance, if your file is named "Honor Code Reflection Paper.doc," it will be given the name of "(HonorXCodeXReflectionXPaper.doc)" unless you rename it. We suggest that you name each artifact clearly so that your professor will be able to distinguish it from other artifacts that are in the same ePortfolio sub-folder.

What will happen if I don't upload my artifacts to my ePortfolio and send them to my professor for assessment?
The consequence for not submitting your ePortfolio artifact is usually a grade penalty (often receiving a zero for that assignment).

Is anyone ever going to look at my ePortfolio?
Many people will look at your ePortfolio over the course of your college career (and beyond). First, every time you submit an artifact to one of your professors, he or she will look at it before assessing it. Second, since your ePortfolio is a bona fide website, you can send the link to friends, family, or future employers as well.

Can I use my ePortfolio after I graduate?
Yes! Students may opt to retain their ePortfolio by paying a yearly $15 renewal fee to Chalk & Wire. This is a wonderful opportunity for students to create personal portfolios to show potential employers. For more information, contact ePortfolio@oru.edu.

Why can't I upload documents saved in Microsoft Works or WordPerfect?
Artifacts must be uploaded in a format that professors can open and read. ORU's computer network is equipped with Microsoft Office. Thus, documents saved in Works or WordPerfect often do not open or become jumbled when opened in Word. Appropriate file types are as follows: HTML, PDF, Word.

What should I do if my course requires a Pre/Post-Test score but I haven't received one?
Unless otherwise instructed by your professor, you do not need to submit anything for Pre/Post-Test scores. Your professor or teacher's assistant (TA) will upload and assess these scores automatically.

Will I receive an extension if Chalk & Wire is not working on the day that my artifact is due?
It is up to the discretion of the faculty whether students are given extensions for late artifacts. Recently, ORU has upgraded to a new Chalk & Wire server that should have no problem handling the number of hits that the site receives, even at peak times. However, as server difficulties cannot always be forecasted, it is important to get your artifacts submitted <u>early</u> in order to avoid technical glitches.

Do I have to pay an ePortfolio fee every year?
Included in your General Fees will be an initial $70 fee to activate your Chalk & Wire account during your first year at ORU. The renewal fee, also included in your General Fees, will be $20 each additional year at ORU.

Should I be receiving administrative emails regarding ePortfolio?
Yes! ORU ePortfolio administrators will occasionally send important emails to the email address that you have listed in your ePortfolio contact information. It is important that you read these emails. If you use an outside email provider, such as Hotmail or Yahoo, you may need to adjust your bulk mail settings to make sure that you receive these emails.

What should I do if I'm not receiving ePortfolio emails?
Check your bulk mail settings to make sure your account will let you receive emails from ePortfolio@oru.edu. If you still cannot receive emails from ePortfolio, contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) or go to the IT Concierge Help Desk on LRC 3rd Floor for assistance.

What are the steps for uploading an artifact and sending it for assessment?
There are three main steps in the process. First, the artifact must be uploaded to your ePortfolio. Second, the artifact must be submitted for assessment. Third, you must choose the professor who will assess the artifact. For step-by-step instructions on this process, consult the video instructions at http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/instructions.php.

Where can I go if I need to scan an artifact and don't have a scanner?
- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days. There are 8 dedicated ePortfolio computers and scanners, and the staff are helpful.

- The IT Concierge Help Desk (3rd Floor, LRC, next to the Java Stop).

- Ask a fellow student if you can use his or her scanner. Avoid saving scanned items as TIFF files.

How do I know where in my ePortfolio to place my artifact?
It is very important that you upload your artifact into the correct place in your ePortfolio. Each artifact is connected to a certain proficiency/capacity and a specific assessment rubric. Consult the General Education Handbook or the individual artifact description in this handbook to determine the location in your ePortfolio. Most classes that require the submission of an ePortfolio artifact now have a link in the D2L course shell that aids in uploading the artifact to the correct location in your ePortfolio. Always look for this link in your courses to insure that your artifact is being submitted correctly. If you have any questions, please contact your course professor or the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) for assistance.

What if I don't know my professor's name?
Minimize the Internet window that has your ePortfolio open. Open a new Internet browser. Go to www.oru.edu, click on "Academics," then click on "VISION: Enrollment and Registration System." Log in to VISION, click "Student Services and Financial Aid," click "Registration," click "Student Detail Schedule," and choose the correct term. You should then see your entire schedule including your professor's name. When you have obtained the necessary information, log out of VISION, maximize the Internet browser with your ePortfolio, and continue the artifact submission process. [If you are submitting your artifact to a TA, you should follow the instructions given to you in your discussion group. Most TAs share generic Chalk & Wire accounts (for example, "2 BibLit").]

How can I find the results of my professor's assessment of my submitted artifact?
Once you have submitted your artifact for assessment, you can click on the "Menu" button on the main ePortfolio page and choose "Work" and "My Results" to view your assessment scores. There you will see a listing of all artifacts that you have submitted for assessment. You can click on the artifact and choose "View Details" in the drop-down menu to see how you scored on each criterion of the rubric.

You can also view your composite results in a dashboard format in VISION by going to "Student Services", "Student Records", and clicking on "Whole Person Assessment Scores".

Can I remove an artifact from my ePortfolio once I have successfully submitted it for assessment?
You should not remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

How do I create my major ePortfolio?
Your major ePortfolio will be automatically created when you submit your first artifact in your major. You can also create other portfolios within your Chalk & Wire account. Follow the video instructions for at ePortfolio.oru.edu and click on "Instructions" to see how you can create portfolios for purposes other than General Education and your major.

Do I need to upload artifacts for electives or classes taken for my minor?
No. You are only required to submit artifacts for your general education classes and for the designated classes in your major.

What should I do when I think I uploaded my artifact correctly but I received communication from ORU that something with my ePortfolio was incomplete?
Follow the directions given in the letter/email/voice message that you received. If you are instructed to contact a specific individual, please do it as soon as you get the message. You are also welcome to contact the individuals monitoring the ePortfolio Help Line at 495-7356 (x7356 on campus) or ePortfolio@oru.edu and ask them to check your status in the Chalk & Wire system. Sometimes there is a problem with your actual ePortfolio account, and in these cases we need to fix it to avoid future problems. Other times, you may have inadvertently missed a step in the process. Often these things can be cleared up quickly and easily.

Where can I go to get ePortfolio help?
- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu
- IT Helpdesk, 3rd floor LRC, Front Doors
- Assessment Coordinator in your major department
- Website: www.ePortfolio.oru.edu (many helpful resources)
- Your Academic Peer Advisor