

### Scoring Rubric for Senior Portfolio for Health Education Majors

#### Section 1: Structure

COMPONENT	EXCEPTIONAL (3)	ADEQUATE (2)	NEEDS WORK/ABSENT (1/0)
<b>Selection of Artifacts</b>	All artifacts and work samples are clearly directly related to the purpose of the portfolio	Most artifacts/work samples are related to the purpose of the portfolio	Few artifacts/work samples are related to the purpose of the portfolio
<b>Organization</b>	Artifacts are organized into sections with well defined cues to organization	Artifacts are generally organized into sections and cues are generally helpful	Artifacts are poorly organized with ineffective or missing cues
<b>Mechanics</b>	Text has no errors in grammar, punctuation and spelling.	Text has few errors in grammar, punctuation and spelling that require minor editing.	Text has many errors in grammar, punctuation and grammar that require major editing and revision.
<b>Reflections</b>	All reflections clearly describe why artifacts demonstrate fulfillment of requirements and/or achievement of each responsibility or goal	Most reflections describe why artifacts demonstrate fulfillment of requirements and/or achievement of each responsibility or goal	A few reflections describe why artifacts demonstrate fulfillment of requirements and/or achievement of each responsibility or goal

#### Section 2: Required Elements/Artifacts

REQUIRED ELEMENT/ARTIFACT	FULLY MET (3)	SOMEWHAT MET (2)	NOT MET/ABSENT (1/0)
<b>Dept Interview</b>	Documented	-----	No interview
<b>Campus Organization</b>	Active Member for 1+ Years	Active Member for < 1 years	Not active/ no membership
<b>State, regional, National Membership in Professional Organization</b>	Active Member for 1+ Years	Active Member for < 1 year	Not active/ no membership
<b>Attend Off-Campus Conference</b>	Attended w/documentation	Attended w/ documentation off-campus health -related program but not conference	Did not attend conference or program
<b>Statements of Philosophy</b>	Philosophy written for HHP 181 Updated Philosophy written for HHP 389	One Philosophy only	No statements of philosophy
<b>Letters of Recommendation</b>	Three current Letters of Recommendation	1 or 2 Letters or Recommendation or letters are not current	No Letters of Recommendation
<b>Resume'</b>	Current, Complete & Professional	Meets only 2 of 3 standards	Missing or does not meet standards
<b>Reflection On Pre-Professional Experience</b>	Thorough reflection throughout entire experience	Incomplete reflection or lacks thoroughness	Missing
<b>DVD</b>	Included; teaching experience, adequate individual focus	Included; non-teaching presentation or minimal individual focus	Missing
<b>Research Paper</b>	Included	-----	Missing
<b>Education Program</b>	Included	-----	Missing
<b>Class Assignments</b>	Good variety and number of artifacts	Adequate variety and number of artifacts	Minimal artifacts and/or variety
<b>Certifications</b>	Current and Included	Included	Missing



**Section 3 – Responsibilities/Competencies (Based on Nebraska Rule 24 in conjunction with NCHEC)**

<b>RESPONSIBILITY</b>	<b>FULLY MET (3)</b>	<b>SOMEWHAT MET (2)</b>	<b>NOT MET/MISSING (1/0)</b>
<b>R1: Communicate the essential purposes of school health education</b> A. Describe the role of health education in the curriculum B. Provide a rationale for K-12 health education C. Explain the role of knowledge, skills, and attitudes/dispositions play in shaping patterns of health behavior	Clear and detailed articulation of all competencies	All competencies are briefly addressed	Competencies are minimally addressed or missing
<b>R2: Assess the health behaviors and needs of students</b> A. Identify health needs, risks, and protective factors for students B. Assess the effects of reinforcing factors that influence the health behaviors of students C. Identify the needs of students for their healthy development	Artifacts demonstrate multiple and varied approaches to effective identification, collection, analysis, and interpretation of health-related data to assess health behaviors and needs of students	Artifacts demonstrate effective identification, collection, analysis, and interpretation of health-related data to assess health behaviors and needs of students	Artifacts demonstrate ineffective or minimal identification, collection, analysis, and interpretation of health-related data to assess health behaviors and needs of students
<b>R3: Plan School Health Instruction:</b> A. Select realistic programs goals and objectives B. Develop a logical scope and sequence plan for Instruction C. Plan school health education programs and lessons which reflect the abilities, needs, interests, developmental levels, and cultural backgrounds of students	Planning depicts rich matches among instructional goals, methods, and materials, and students' skills and abilities	Planning depicts good matches among instructional goals, methods, and materials, and students' skills and abilities	Planning depicts weak matches among instructional goals, methods, and materials, and students' skills and abilities
<b>R4: Implement School Health Instruction:</b> A. Employ a variety of strategies to facilitate implementation of the curriculum B. Employ strategies that celebrate diversity and promote social health and well-being C. Utilize developmentally appropriate strategies or dealing with sensitive issues D. Apply strategies that actively engage students in learning health-related skills	Artifacts demonstrate thorough understanding of students' learning differences and include numerous developmentally appropriate instructional strategies	Artifacts demonstrate sufficient understanding of students' learning differences and include multiple developmentally appropriate instructional strategies	Artifacts demonstrate minimal understanding of students' learning differences and include few developmentally appropriate instructional strategies
<b>R5: Evaluate the Effectiveness of School Health Education</b> A. Utilize appropriate criteria and methods for evaluating student outcomes B. Utilize a variety of assessment resources for evaluation of program effectiveness	Artifacts include multiple formal and informal methods of assessing what students have learned and program effectiveness	Artifacts include some formal and informal methods of assessing what students have learned and program effectiveness	Artifacts include few formal and informal methods of assessing what students have learned and program effectiveness
<b>R6: Work collaboratively with all professionals in implementing a coordinated school health program</b> A. Define the role of teachers within coordinated school health programs B. Serve as a role model by exhibiting positive health behaviors C. Formulate practical approaches for collaboration D. Serve as a role model by displaying the attitudes and actions of a health education professional	Artifacts demonstrate collaboration with school health professionals; planning for future collaboration; and a strong commitment to and reflection of one's position as a positive role model as a health education professional	Artifacts demonstrate planning for future collaboration with school health professionals and a commitment to and reflection of one's position as a positive role model as a health education professional	Artifacts include minimal or no evidence of collaboration with or plans for collaboration with school health professionals. Artifacts reflect weak regard for one's position as a positive role model
<b>R7: Act as a Resource Person in Health Education</b> A. Utilize health information retrieval systems effectively B. Identify effective health education resources C. Interpret and respond to requests for health information D. Select effective educational resource materials for dissemination	Artifacts demonstrate the effective identification, selection and utilization of multiple, appropriate and varied health education resources and materials.	Artifacts demonstrate the effective identification, selection and utilization of multiple health education resources and materials but lacks variety and/or appropriateness	Artifacts demonstrate ineffective or minimal identification, selection and utilization of effective and appropriate health education resources

RESPONSIBILITY	EXCEPTIONAL (3)	ADEQUATE (2)	NEEDS WORK/MISSING (1/Ø)
<b>R8: Act as an Advocate for School Health Education</b> A: Advocate for health literacy that enhances the health development of students B: Demonstrate proficiency in utilizing a variety of communication methods and techniques to communicate health information and health education needs C: Foster communication between school health service providers and students and their families.	Artifacts exhibit multiple and a variety of effective technology tools and communication strategies for interactions with students, parents, and community	Artifacts exhibit multiple technology tools and communication strategies but lacks variety for interactions with students, parents, and community.	Use of communication strategies and technology tools is generally limited and lacks variety.