

STUDENT: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

MEETS	USUALLY MEETS	DOES NOT MEET
6-8 POINTS <input type="checkbox"/>	3-5 POINTS <input type="checkbox"/>	0-2 POINTS <input type="checkbox"/>
6-8 POINTS <input type="checkbox"/>	3-5 POINTS <input type="checkbox"/>	0-2 POINTS <input type="checkbox"/>
6-8 POINTS <input type="checkbox"/>	3-5 POINTS <input type="checkbox"/>	0-2 POINTS <input type="checkbox"/>
17-24 POINTS <input type="checkbox"/> 09-16 POINTS <input type="checkbox"/> 0 - 8 POINTS <input type="checkbox"/>		

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**PROGRAM OUTCOME 1:**

**COLLABORATION**

*“Collaborate effectively with others.”*

Portfolio includes examples of interdisciplinary group work and clearly identifies the individual’s contribution to a collaborative project.

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**PROGRAM OUTCOME 2:**

**TECHNOLOGY**

*“Demonstrate ability to adapt to changing technology.”*

Portfolio includes examples of the use of relevant software applications/ materials/ tools to a breadth of work.

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**PROGRAM OUTCOME 3:**

**COMMUNICATION**

*“Demonstrate curiosity and imagination.”*

Portfolio demonstrates originality of concept and ability to tailor communication to a particular audience.

Portfolio shows competence with design, craft and unification.

**CUT SCORE: 12**

		MEETS	USUALLY MEETS	DOES NOT MEET
<p><b>PROGRAM OUTCOME 1: COLLABORATION</b> <i>“Collaborate effectively with others.”</i></p> <p>Portfolio includes examples of interdisciplinary group work and clearly identifies the individual’s contribution to a collaborative project.</p>	<b>ROLE</b>	Portfolio includes examples of both leadership and support roles in interdisciplinary group projects.	Portfolio includes examples of leadership and/or support roles in interdisciplinary group projects.	Little or no evidence of participation in interdisciplinary group projects is provided to evaluate individual’s contribution.
	<b>QUALITY</b>	Quality of contribution to a group project is evident.	Quality of contribution to a group project is usually good but may be inconsistent or limited in scope.	Quality of contribution difficult to discern because little or no evidence is provided.
<p><b>PROGRAM OUTCOME 2: TECHNOLOGY</b> <i>“Demonstrate ability to adapt to changing technology.”</i></p> <p>Portfolio includes examples of the use of relevant software applications/ materials/ tools to a breadth of work.</p>	<b>SOFTWARE TOOLS TECHNIQUE</b>	Demonstrates competent handling of software, tools and techniques, free of errors.	Demonstrates mostly competent handling of software, tools and techniques. A few errors remain.	Lack of skill with software, tools or technique dominates or interferes with the presentation.
	<b>BREADTH</b>	Portfolio samples demonstrate competent application of technology through a wide range of work.	Portfolio samples demonstrate the competent application of technology to a narrow range of work.	Portfolio samples demonstrate the application of technology to a very limited range of work.
<p><b>PROGRAM OUTCOME 3: COMMUNICATION</b> <i>“Demonstrate curiosity and imagination.”</i></p> <p>Portfolio demonstrates originality of concept and ability to tailor communication to a particular audience.</p> <p>Portfolio shows competence with design, craft and unification.</p>	<b>CONCEPT</b>	Unique messages are communicated to specific audiences and/or contexts.	Messages may lack originality but are usually customized for specific audiences and/or contexts.	Messages lack originality, are inconsistent or inappropriate for audiences and/or contexts.
	<b>DESIGN</b>	Portfolio demonstrates the integration and application of design, craft and unification.	Portfolio usually demonstrates competent application of design, craft and unification.	Portfolio shows little or no evidence of design, craft or unification.

## BROADCASTING

<p>PROGRAM OUTCOME 1:  <b>COLLABORATION</b>            “Collaborate effectively with others.”</p> <p>Portfolio includes examples of interdisciplinary group work and clearly identifies the individual’s contribution to a collaborative project.</p>	ROLE	Portfolio includes examples of both leadership and support roles in interdisciplinary group projects.	Portfolio includes examples of leadership and/or support roles in interdisciplinary group projects.	Little or no evidence of participation in interdisciplinary group projects is provided to evaluate individual’s contribution.
	QUALITY	Quality of contribution to a group project is evident. Portfolio narrative illustrates expresses candidates effectiveness working as a member of a team.	Quality of contribution to a group project is usually good but may be inconsistent or limited in scope.	Quality of contribution difficult to discern because little or no evidence is provided.
	GROUP WORK	Portfolio displays multiple examples of group project work. Evidence of leadership of one element of the production. Portfolio narrative clearly explains candidates role, scope of activity, and responsibilities for each example.	Portfolio displays one example of group project work. Evidence of participation of one element of the production. Portfolio narrative explains candidates role, scope of activity, and responsibilities for each example.	Portfolio does not articulate any group oriented projects. Narrative of group elements missing or incomplete. Roles, responsibilities, or activities on group projects not expressed.

## BROADCASTING

<p><b>PROGRAM OUTCOME 2: TECHNOLOGY</b> “Demonstrate ability to adapt to changing technology.”</p> <p>Portfolio includes examples of the use of Sound Editing - applications/ materials/ tools to a breadth of work.</p> <p>Examples should show the range of application in both form (spots, imaging, features) and content (fiction, non-fiction, sound only and sound for picture)</p>	<p><b>SOFTWARE TOOLS TECHNIQUE</b></p>	<p>Demonstrates competent handling of software, tools and techniques, free of errors. Portfolio elements exhibit professional level production in every presented element.</p>	<p>Demonstrates mostly competent handling of software, tools and techniques. A few errors remain in some pieces. Majority of Portfolio presents professional caliber work.</p>	<p>Lack of skill with software, tools or technique dominates or interferes with the presentation.</p>
	<p><b>BREADTH</b></p>	<p>Portfolio samples demonstrate competent application of technology through a wide range of work. Portfolio shows examples of visual, sound and content specific applications.</p>	<p>Portfolio samples demonstrate the competent application of technology to a narrow range of work. Examples show work in more than one application, but is limited in scope.</p>	<p>Portfolio samples demonstrate the application of technology to a very limited range of work. Portfolio shows examples of narrow or singular application of work within one content area.</p>
	<p><b>PORTFOLIO DESIGN</b></p>	<p>A coherent design statement is provided. The goal is apparent (described in &lt; one paragraph). A proposed plan for accomplishing the goal is provided (one &lt; paragraph)</p>	<p>A design statement is included with portfolio elements but it does not illustrate the problem the design is intended to solve. Portfolio narratives are either too short or fail to address the evolution of the design solution.</p>	<p>No explanations of material are included in the Portfolio. Narratives lack effective descriptions of some of the elements contained in the Portfolio.</p>
	<p><b>QUALITY OF PRODUCTION ELEMENTS</b></p>	<p>All elements unify to present a realistic sounding environments. Each included sound has been evaluated to determine its coherence with the whole of the Portfolio.</p>	<p>Elements included seem to fit production but some lack polish or seem out of place. Production contains some elements that have small aesthetic errors but nothing too distracting.</p>	<p>The final project is contains audio defects such as pops, clicks, and other unintended distortions. Design of production is limited to elementary.</p>

## BROADCASTING

<p><b>PROGRAM OUTCOME 3: COMMUNICATION</b></p> <p>“Demonstrate curiosity and imagination.”</p> <p>Portfolio demonstrates originality of concept and ability to tailor communication to a particular audience.</p> <p>Portfolio shows competence with design, craft and unification.</p> <p>Portfolio establishes candidates potential as a communicator.</p> <p>Portfolio demonstrates best practices for on-air, broadcast communications</p>	<p><b>CONCEPT/ RESEARCH</b></p>	<p>Unique messages are communicated to specific audiences and/or contexts. Portfolio contains an wide range of examples: News, Topical, Character &amp; Personality.</p>	<p>Production may lack originality but is usually customized for specific audiences and/or contexts. (on-air, production, personality)</p>	<p>Production lacks originality, elements of reel are inconsistent or inappropriate for audiences and/or contexts.</p>
	<p><b>DESIGN</b> <i>(design of portfolio)</i></p>	<p>Portfolio demonstrates the integration and application of design, technical proficiency and unification of words, sounds and imagery.</p>	<p>Portfolio usually demonstrates competent application of design, technical proficiency and unification of words, sounds and imagery.</p>	<p>Portfolio shows little or no evidence of design, craft or unification.</p>
	<p><b>VOICE / PERSONALITY</b></p>	<p>Preparation is evident; purpose is clear; he/she stays completely focused on topic.</p>	<p>Preparation is evident; purpose is clear; he/she stays mostly focused on the topic.</p>	<p>Lack of preparation is evident; purpose is somewhat unclear. Performance may ramble from one idea to the next without a clear focus.</p>
	<p><b>TECHNICAL FORMATIC ELEMENTS</b></p>	<p>Openings and closings are crisp, clean, and to the point. Elements include formatic elements: Performer name, station name; station positioner.</p>	<p>Openings and/or closings are mostly crisp, clean, and to the point, but may add unnecessary comments. Includes all formatic elements.</p>	<p>Openings and/or closings are off topic. Performer may ramble on unrelated topics. May be missing one or more formatic element.</p>