

## ESE TEACHING PORTFOLIO RUBRIC

I will use this rubric to assess the quality of your Teaching Portfolio. You should have notes and samples from all of your geology field trips. Your complete notes and samples are turned in for a grade when you take Geol 380. A list of required samples can be found on the back of this page.

Aspect	Description	%
<b>Content</b>	<p><b>Overview:</b> Is there a map that contains the field trip route and stops? Is there a brief description of the purpose of the field trip and basic geologic context? (5)</p> <p><b>Location:</b> Is the location described in enough detail that the student could find it again in a decade? (Is there a GPS location?) (5)</p> <p><b>Labels:</b> Is there a title for each stop? Are photos labeled? Are samples labeled? (10)</p> <p><b>Photos &amp; Drawings:</b> Are there conceptual cartoons associated with appropriate stops? Were photos taken where appropriate? Is it clear that the student will be able to associate the photos with the right field trip stop in a decade? Is it clear the student correctly identified and will remember what features were in the photo in the future? Did they take sufficient photos for their teaching collection? (20)</p> <p><b>Samples:</b> Were samples collected at appropriate locations? Is there a clear connection between the samples and the notes? Is it clear that the student will be able to associate the sample with the right field trip stop in a decade? Is it clear the student correctly identified and will remember what the sample is in the future? Did they collect sufficient samples for their teaching collection? Are the required samples for this field trip included? (10)</p> <p><b>Observations:</b> Nature of the rocks at the stop, e.g., their age; unit/formation name; lithologies/mineralogy; fabric/textures; attitudes of beds, joints, and faults; fossils; any other observations helpful to remember the stop (5)</p> <p><b>Interpretations:</b> How did you interpret the observations? What are the take-away ideas from the stop? What hypotheses/inferences/conclusions did you make? (5)</p> <p><b>Accuracy and Completeness:</b> Is the material in the notes correct? Did the student capture the main aspects of the geology of each stop? Did the student record the important aspects of the material that was discussed at other times (e.g., in between stops as we travelled)? (20)</p> <p><b>Personal Vignettes:</b> What personal stories or experiences did you have (may be non-science related) that can help you remember the trip and may be used to engage your students in the future? (e.g. Rescued a tortoise we named George who was stuck in a hole made by ancient people near a basalt flow.) (5)</p>	85
<b>Readability &amp; Durability</b>	<p>Are the field notes well-organized?</p> <p>Are words spelled correctly?</p> <p>Is the penmanship legible?</p> <p>Are drawings intelligible?</p> <p>Is the notebook durable enough to be useful in a decade?</p> <p>Is it clear the student plans to archive the notebook for future use?</p>	15

**YOU ARE NOW REACHING A LEVEL OF PROFESSIONALISM THAT SHOULD BE ON PAR WITH YOUR FUTURE TEACHING CAREER. AS SUCH YOU SHOULD STRIVE TO BE AS PROFESSIONAL AS POSSIBLE IN ALL AREAS. YOUR TEACHING PORTFOLIO IS INTENDED TO BE A TEACHING RESOURCE FOR YOU AND REPRESENTS A CULMINATION OF YOUR EARTH SCIENCE EXPERIENCE AND KNOWLEDGE. IT IS ALSO A FORM OF COMMUNICATION, A KEY SKILL TO HAVE AND DEVELOP FOR ANY CAREER. WHEN YOU RECEIVE A GRADE FOR YOUR PORTFOLIO YOU CAN THINK OF THE BREAKDOWN AS GIVEN BELOW. REMEMBER THAT NO MATTER WHAT GRADE YOU RECEIVE, YOU SHOULD ALWAYS BE WORKING TO IMPROVE YOUR PROFESSIONAL OUTPUTS. THIS WILL HELP YOU GO FAR BOTH AS YOU FINISH SCHOOL HERE AT BYU-I AND IN YOUR FUTURE CAREERS.**

**D (A+) – Distinguished / Excellent.** Resembles the field notes of a seasoned professional. Perfection incarnate!

**P (A) – Professional / Proficient.** No significant problems; Can contain a few minor errors or oversights, but they are minor.

**S (B) – Semiprofessional / Developing.** Contains minor problems in a number of areas and or significant problems in one area; the problems annoy the reader and distract from comprehension.

**N (C) – Unprofessional / Unsatisfactory.** Contains significant problems in several areas or numerous minor problems; the problems are a big distraction and/or significantly impede comprehension.

**U (D) – Unacceptable.** Contains consistent, significant problems in many areas.

**C (F) – Completely Unacceptable.** Do we even need to describe this?

### **Portfolio Due Dates**

Week 1: None

Week 2: None

Week 3: Portfolio Part 1: Geol 111 and 112 Field Trips

Week 4: Portfolio Part 2: Geol 351 and 404 Field Trips

Week 5: Portfolio Part 3: Geol 380 Weeks 1-4 Field Trips

Week 6: Portfolio Part 4: Geol 380 Weeks 5-6; Any miscellaneous (e.g. Geology Society, other classes) Field Trips

Samples Required*		Class Field Trips where may acquire samples				
		111	112	351	404	380
<i>Sedimentary Rocks, Sediments, Fossils</i>	sandstone	X				X
	siltstone	X				
	shale	X				
	conglomerate	X				
	limestone	X	X			
	dolostone	X				X
	coal	X				
	chert					X
	travertine					X
	soil (associated with landslides: clay, silt)				(X)	
	fossils (multiple types)		X			X
	<i>Igneous Rocks</i>	granite		X		
rhyolite				X		
rhyolitic air fall ash				X		
rhyolitic pumice				X		
obsidian		X		X		X
basalt (lava flow)				X		X
basaltic scoria				X		
basaltic tuff						X
<i>Metamorphic Rocks</i>	amphibolite			X		
	marble			X		
	quartzite					X
	slate					X
	crenulated phyllite			X		
	schist (multiple types)			X		X
	gneiss			X		(X)
<i>Minerals</i>	staurolite			X		
	garnet			X		
	fluorite					X
	hematite					X
	calcite					X
	chrysocolla					X
	malachite					X
	chalcedony					X
<i>Misc.</i>	Any other usual and unusual samples you see	X	X	X	X	X

**\*Samples must be LABELED with the correct NAME and LOCATION**