



Master Journalism Educator Project Rubric

	Excellent (3)	Good (2)	Unsatisfactory (1)	Unacceptable (0)
Purpose	Project has well-defined goals that were established in the project proposal. Any changes to the proposal goals were communicated to the MJE coordinator prior to project completion. Goals clearly connect to JEA Standards for Journalism Educators. Purpose is clear throughout the entire project and all submitted documents support those goals.	Project has goals that were established in the project proposal. Any changes to the proposal goals were communicated to the MJE coordinator prior to project completion. Goals loosely connect to JEA Standards for Journalism Educators.	Project goal changes were not communicated to the MJE coordinator before project submission, or goals do not connect to JEA Standards for Journalism Educators.	Purpose unclear.
Support	Evidence supports purpose; proper attribution is given to up-to-date professional sources; logic throughout is worthy of a Master Journalism Educator. Lesson plans and journalism activities and events are supported with multiple pieces of documentation. Links to all artifacts, evidence, etc are provided.	Evidence supports purpose, but some evidence may be out of date; logic throughout is worthy of a Master Journalism Educator. Lesson plans and journalism activities and events are supported with multiple pieces of documentation, but connection between documentation may be unclear.	Some evidence is provided. Lesson plans and journalism activities have little documentation.	Work submitted is not the work of the applicant. *Note: A project that is not the original work of the applicant cannot be accepted.
Style and Organization	Information is provided in an understandable fashion. Submitted documents are organized and clear. Audio and visual files are edited and presented in a professional manner. Grammar and style are correct; word selection, spelling and punctuation reflect skills worthy of a Master Journalism Educator. AP Style is used.	Information is provided in an understandable fashion; attention to detail is of the caliber of a Master Journalism Educator. Submitted documents are organized and clear. Directions are provided, but uniform naming conventions and/or folders would make the presentation more clear. Minor problems with audio or visual files. A few minor mistakes do not impede readability.	Organization of documents and/or naming of documents impede understanding of the project. Mistakes include fragments and run-ons, which make writing confusing at times.	Not all documents provided or accessible. Frequent mistakes impede readability or understanding.
Communication	Applicant participates in the cohort and checks in on the message board	Applicant participates in the cohort and checks in on the message board.	Applicant posts on the message board.	Applicant does not participate in the cohort.

	regularly and two required online video meetings throughout the year. Applicant communicates progress, changes, and/or problems with the MJE coordinator throughout the year.	Applicant participates in at least one video meeting and communicates problems and/or changes with the MJE coordinator throughout the year.		
Reflection	A detailed personal reflection includes the project goals with specific reference to JEA Standards for Journalism Educators, an explanation of how the applicant planned to achieve those goals, any changes that had to be made as the project took place, the outcome of the project, the project's overall impact on scholastic journalism and how the project can continue to be influential in the future.	A personal reflection includes the project goals with some reference to JEA Standards for Journalism Educators, an explanation of how the applicant planned to achieve those goals, any changes that had to be made as the project took place, the outcome of the project, the project's overall impact on scholastic journalism and how the project can continue to be influential in the future.	A personal reflection includes the project goals and a brief explanation of the project plans and outcomes. No reference to JEA Standards for Journalism Educators.	No reflection submitted.
Presentation	Applicant presents project to committee members via a synchronous online video meeting. Applicant thoroughly discusses goals, purpose, process and outcome and walks the committee members through all evidence. Applicant has clearly prepared and is able to answer questions presented by the committee and show the project's beneficial impact on scholastic journalism.	Applicant presents project to committee members via a synchronous online video meeting. Applicant discusses goals, purpose, process and outcome and walks the committee members through all evidence. More discussion of evidence or artifacts is needed. Applicant answers questions presented by the committee and shows the project's impact on scholastic journalism.	Applicant presents project to committee members via a synchronous online video meeting, but is ill-prepared or lacks evidence or depth of discussion.	Applicant does not present.

Applicant must score at least a 12 with no more than one (1). Any zeros will result in a rejection of the project.