

FRIT 7739 Instructional Technology Practicum, ePortfolio, and Capstone Rubric

KA #4

CRITERIA	Target (3 Points)	Acceptable (2 Points)	Unacceptable (1 Point)	Rating
Field Experiences	<ul style="list-style-type: none"> • Candidates engage in 100 hours of appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards. • Completes required activities and observations at three different technology centers. • Blog/journal is updated regularly with reflective and complete entries. • Blog/journal contains photographs of field experiences. 	<ul style="list-style-type: none"> • Candidates completed hours and activities as specified in the course syllabus. • Blog/Journal is regularly updated. • Blog/journal contains photographs of field experiences. 	<ul style="list-style-type: none"> • Required number of hours and/or field experiences not completed as required in the course syllabus. • Blog/journal is rarely updated and information included is incomplete. 	
Artifacts	<ul style="list-style-type: none"> • All required artifacts are present and complete. • Artifacts are correctly embedded. Artifacts are located in the correct part of the portfolio. • All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included. 	<ul style="list-style-type: none"> • All required artifacts are present, but some components may not be present. • The majority of the artifacts are correctly embedded. • The majority of the artifacts are located in the correct part of the portfolio. • Most artifacts and work samples are related to the purpose of the eportfolio. 	<ul style="list-style-type: none"> • Artifacts are not present. Artifacts are not embedded. • The artifacts and work samples do not relate to the purpose of the eportfolio. 	

Captions/Labels	<ul style="list-style-type: none"> • All artifacts are clearly labeled with the official name of the assignment, and the name and number of the course for the assignment which allows for proper identification. • All artifacts are accompanied by a caption that clearly explains the importance of the item. 	<ul style="list-style-type: none"> • The majority of the artifacts are clearly labeled with the official name of the assignment which allows for proper identification. • Most of the artifacts are accompanied by a caption that clearly explains the importance of the item. 	<ul style="list-style-type: none"> • The majority of the artifacts are not clearly labeled with the official name of the assignment. • Proper identification is extremely difficult. • No artifacts are accompanied by a caption that clearly explains the importance of the item. 	
Reflections	<ul style="list-style-type: none"> • Student writes in a personal tone that is reflective of independent and original thought. 	<ul style="list-style-type: none"> • Student writes in a personal tone that is somewhat reflective of independent and original thought. 	<ul style="list-style-type: none"> • No reflective statement presented or the student does not present a meaningful reflective statement demonstrating personal understanding of the Instructional Technology standards. 	
	<ul style="list-style-type: none"> • All of the reflections clearly describe growth, achievement, and accomplishments. 	<ul style="list-style-type: none"> • Most of the reflections describe professional growth. 	<ul style="list-style-type: none"> • Reflections do not describe professional growth. 	
	<ul style="list-style-type: none"> • Reflects on his or her own abilities, struggles/limitations, experiences, and goals as a learner/technology specialist by including concrete examples. • Demonstrates a clear connection to the Instructional Technology standards and indicators. • Supports reflection by referencing two or more relevant artifacts or course activities. • Engages in criticism of one's own work and offers suggestions for future practice. 	<ul style="list-style-type: none"> • Reflects on his or her own abilities, struggles/limitations, experiences, and goals as a learner/technology specialist, but lacks in detail or does not provide concrete examples. • Supports reflection by referencing two or more relevant artifacts or course activities. 	<ul style="list-style-type: none"> • Reflections do not address struggles/limitations or experiences as a learner/technology specialist. 	
	<ul style="list-style-type: none"> • Presents a clear rationale for why an artifact was selected for inclusion and what the artifact demonstrates in relationship to the Instructional Technology standards and indicators. 	<ul style="list-style-type: none"> • Presents a clear rationale for why an artifact was selected for inclusion and what the artifact demonstrates in relationship to the Instructional Technology standards and indicators. 	<ul style="list-style-type: none"> • Incomplete and poorly written and/or not clearly related to the Instructional Technology standards and indicators. 	

Layout, readability, design, and navigation

- The eportfolio is easy to read.
- Color, background, font styles (italic,bold, underline) and type size for headings, sub-headings and text are used consistently and enhance the readability throughout the eportfolio.
- Horizontal and vertical white space alignment is used appropriately to organize content.
- The navigation links are intuitive.
- The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section.
- All pages connect to the home page, and all external links connect to the appropriate website or file.

- The eportfolio is generally easy to read.
- Color, background, font styles, and type size for headings, sub-headings and text are generally used consistently throughout the eportfolio.
- Horizontal and vertical white space alignment is generally used inappropriately to organize content.
- The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different sections.
- Most of the external links connect to the appropriate website or file.

- The eportfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline).
- Many formatting tools are under or over-utilized and decrease the readers' accessibility to the content.
- Color of background, fonts, and links decreases the readability of the text, is distracting and used inconsistently throughout the eportfolio.
- Horizontal and vertical white space alignment is used inappropriately, to organize the content.
- The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section.
- Some of the pages connect to the home page, but in other places the links do not connect to preceding pages or to the home page.
- Some of the external links do not connect to the appropriate website or file.

Mechanics

- Spelling, grammar, sentence structure, punctuation, and capitalization are correct.

- Spelling, grammar, sentence structure, punctuation, and capitalization are presented with errors that somewhat detract from the overall presentation.

- Unacceptable use of spelling, grammar, sentence structure, punctuation, and capitalization.

Capstone

<ul style="list-style-type: none">• Capstone presentation was well planned and delivered.• Appropriate artifacts and reflections were presented to demonstrate mastery of each of the instructional technology standards.	<ul style="list-style-type: none">• Capstone presentation was adequately planned and delivered.• Artifacts and reflections that demonstrated mastery of each of the instructional technology standards were presented.	<ul style="list-style-type: none">• Presentation was poorly planned.• Candidate failed to present artifacts and reflections during the specified time limit.
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Total

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Minimum Acceptable Score: 20; Candidate must *earn a rating of acceptable* on each element for portfolio to be approved.