

## Educational Technology Culminating Experience Evaluation Rubric for Essay

*Each of the criteria (in bold) will be assigned from 3 to 0 points (distinguished, proficient, marginal, or unacceptable). To receive a passing grade for the essay, you must receive a minimum of a "marginal" (1) rating in each area and a minimum total of 5 points.*

<b>Criteria</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Marginal (1)</b>	<b>Unacceptable (0)</b>	<b>Score</b>
<b>Organization &amp; Writing Style</b>	Essay includes a clear, well-sequenced progression of ideas. All points are developed in the appropriate sections of the response. Explicit transitions or subheadings support the organization of the essay. The writing style is exceptionally clear and articulate.	Essay includes a clear, well-sequenced progression of ideas. Points are developed in the appropriate sections of the response; explicit transitions or subheadings support the organization of the essay; The writing style is clear.	Organization and writing meet minimum expectations. Points are generally developed and sequenced in the appropriate sections of the response, with one or two exceptions. In some instances, writing is not clear and ideas are not effectively communicated.	Organization and writing style do not support clear communication. Points are often not developed in a well-sequenced manner. The writing style does not support effective communication and does not meet expectations.	
<b>Content</b>	All required content is accurately and fully addressed with an insightful discussion of key issues. Essay includes thoughtful use of five or more references to support and enhance discussion. Essay content exceeds expectations.	Required content is accurately addressed with a thorough discussion of key issues. Includes appropriate use of five or more references to support and enhance discussion.	Required content is marginally addressed with an adequate discussion of key issues. The content is accurate, with one or two exceptions. Use of references meets minimum expectations.	All required content is not accurately or thoughtfully addressed and/or not adequately developed. References are not effectively employed to support the response.	
<b>Mechanics</b>	Response is virtually free of grammatical and spelling errors. References are clearly cited with flawless use of APA style.	Response has a minimum number of grammatical, spelling, and/or APA errors. Errors do not significantly detract from the author's ability to communicate ideas.	Response has a marginal number of grammatical, spelling, and/or APA errors. In places, errors detract from the author's ability to communicate ideas.	Response has an unacceptable number of grammatical, spelling, and/or APA errors that significantly detract from the author's ability to communicate ideas.	

## Educational Technology Electronic Portfolio Evaluation Rubric

Each of the areas (#s 1-6, in bold) will be assigned from 3 to 0 points (distinguished, proficient, marginal, or unacceptable) based on the ratings for the sub-categories in that area. To receive a passing grade, the total for the average ratings must be 12 or more, with each of the items assigned at least a "marginal" (1) rating.

<b>C&amp;I Required Standards (in bold) and Source</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Marginal (1)</b>	<b>Unacceptable (0)</b>	<b>Score</b>
<b>1. Theory into Practice</b>					
1.1 Essay (Refer to essay rubric.)	Demonstrates exceptional ability to articulate and apply theories and practices through thoughtful and insightful discussion of learning theories along with efforts to implement vision for technology in education.	Demonstrates very good/satisfactory ability to articulate and apply theories and practices through a thoughtful discussion of learning theories along with efforts to implement vision for technology in education.	Demonstrates marginal ability to articulate and apply theories and practices through a discussion of learning theories along with efforts to implement vision for technology in education.	Ability to articulate and apply theories and practices through a discussion of learning theories along with efforts to implement vision for technology in education does not meet minimum expectations.	
1.2 Artifacts and Reflections <i>Referring to the descriptors in 1.1, evaluators may document additional evidence from the portfolio.</i>					
<b>2. Professional Philosophy</b>					
2.1 Essay (Refer to essay rubric.)	Demonstrates exceptional ability to articulate and implement a professional philosophy.	Demonstrates very good/satisfactory ability to articulate and implement a professional philosophy.	Demonstrates marginal ability to articulate and implement a professional philosophy.	Ability to articulate and implement a professional philosophy does not meet minimum expectations.	
2.2 Artifacts and Reflections <i>Referring to 2.1, evaluators may document additional evidence from the portfolio here.</i>					

<b>C&amp;I Required Standards and Source of Evidence</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Marginal (1)</b>	<b>Unacceptable (0)</b>	<b>Score</b>
<b>3. Research</b>					
3.1 Artifact that illustrates ability to analyze research	Demonstrates exceptional ability to analyze research in educational technology and articulate implications.	Demonstrates very good/satisfactory to analyze research in educational technology.	Demonstrates marginal ability to analyze research in educational technology.	Does not demonstrate satisfactory ability to analyze research; does not meet minimum expectations.	
Reflection	Reflection thoroughly addresses question, with exceptional discussion and insights.	Reflection includes good insights and sufficient detail; meets expectations.	Reflection includes adequate insights and detail; meets minimum expectations.	Reflection does include adequate insights and/or detail; does not meet minimum expectations.	
3.2 Artifact that illustrates ability to conduct research and effectively communicate processes, implications, and results	Exceptional; exceeds expectations.	Meets expectations.	Marginally meets expectations.	Does not meet minimum expectations	
Reflection	Reflection thoroughly addresses question, with exceptional discussion and insights.	Reflection includes good insights and sufficient detail; meets expectations.	Reflection includes adequate insights and detail; meets minimum expectations.	Reflection does include adequate insights and/or detail; does not meet minimum expectations.	
<b>4. Content and Pedagogical Knowledge</b>					
4.1 Technical Concepts and Skills Artifact(s)	Demonstrates exceptional technical command of concepts and skills; exceeds expectations.	Demonstrates very good/satisfactory command of technical concepts and skills; meets expectations.	Demonstrates marginal command of technical concepts and skills; meets minimum expectations	Does not demonstrate satisfactory command of technical concepts and skills.	
Reflection	Reflection thoroughly addresses question, with exceptional discussion and insights.	Reflection includes good insights and sufficient detail; meets expectations.	Reflection includes adequate insights and detail; meets minimum expectations.	Reflection does include adequate insights and/or detail; does not meet minimum expectations.	

<b>C&amp;I Required Standards and Source of Evidence</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Marginal (1)</b>	<b>Unacceptable (0)</b>	<b>Score</b>
4.2 Instruction Design Artifact	Demonstrates exceptional knowledge of instructional design of educational materials; exceeds expectations.	Demonstrates very good/satisfactory knowledge of instructional design of educational materials; meets expectations.	Demonstrates marginal knowledge of instructional design of educational materials; meets minimum expectations.	Does not demonstrate satisfactory knowledge of instructional design; does not meet minimum expectations.	
Reflection	Reflection thoroughly addresses question, with exceptional discussion and insights.	Reflection includes good insights and sufficient detail; meets expectations.	Reflection includes adequate insights and detail; meets minimum expectations.	Reflection does include adequate insights and/or detail; does not meet minimum expectations.	
4.3 Technology Integration artifact(s)	Demonstrates exceptional ability to plan, design, and implement learning activities that engage users in learning with technology; exceeds expectations.	Demonstrates very good/satisfactory ability to plan, design, and implement learning activities that engage users in learning with technology.; meets expectations.	Demonstrates marginal ability to plan, design, and implement learning activities that engage users in learning with technology; meets minimum expectations.	Does not demonstrate satisfactory ability to plan, design, and implement learning activities that engage users in learning with technology.	
Reflection	Reflection thoroughly addresses question, with exceptional discussion and insights.	Reflection includes good insights and sufficient detail; meets expectations.	Reflection includes adequate insights and detail; meets minimum expectations.	Reflection does include adequate insights and/or detail; does not meet minimum expectations.	
4.4 Other Evidence <i>Evaluators may use this space to document additional evidence encountered in the portfolio. Describe in space provided.</i>	Artifact or reflection demonstrates exceptional knowledge and understanding of content and related pedagogy within area studied.	Artifact or reflection demonstrates very good/satisfactory knowledge and understanding of content and related pedagogy within area studied.	Artifact or reflection demonstrates marginal knowledge and understanding of content and related pedagogy within area studied.	Artifact or reflection do not demonstrate marginal satisfactory understanding of content and related pedagogy within area studied	

<b>C&amp;I Required Standards and Source of Evidence</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Marginal (1)</b>	<b>Unacceptable (0)</b>	<b>Score</b>
<b>5. Professional Standards</b>					
5.1 Reflection: Critical Standards for Technology Leaders	Reflection thoroughly addresses question, with exceptional discussion and insights.	Reflection includes good insights and sufficient detail; meets expectations.	Reflection includes adequate insights and detail; meets minimum expectations.	Reflection does not include adequate insights and/or detail; does not meet minimum expectations.	
5.2 Reflection: Preparation in Program and Recommendations for Future	Reflection thoroughly addresses question, with exceptional discussion and insights.	Reflection includes good insights and sufficient detail; meets expectations.	Reflection includes adequate insights and detail; meets minimum expectations.	Reflection does not include adequate insights and/or detail; does not meet minimum expectations.	
<b>6. Presentation &amp; Format: EP Design &amp; Function</b>					
6.1 Design	Design is exceptional. Features employed exceed expectations delineated for "Proficient".	Design is clean and attractive. Key links are clear and appear on the first screen. Navigation is intuitive and user friendly. Design supports effective communication.	Design meets expectations for proficiency with one or two exceptions. Meets minimum expectations.	Design does not support effective communication; does not meet minimum expectations.	
6.2 Function		All links and features function flawlessly.	All links and features function flawlessly with one or two minor exceptions.	Links and features have significant shortcomings; does not meet minimum expectations.	
6.3 Mechanics	E-Portfolio is free of grammatical and spelling errors. References are clearly cited with flawless use of APA style.	E-Portfolio has a minimal number of grammatical, spelling or APA errors that do not detract from the author's ability to communicate professionally.	E-Portfolio has a marginal number of grammatical, spelling or APA errors, detracting from the author's ability to communicate professionally.	E-Portfolio has an unacceptable number of errors that significantly detract from the author's ability to communicate professionally.	

**CIG 715 Assessment Matrix**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_

Score \_\_\_\_/18 Circle one: Pass Fail

Concentration: Educational Technology

STANDARDS LEVELS ↓ ⇨	Theory into Practice	Professional Philosophy	Conduct and/or Evaluate Research	Content and Pedagogical Knowledge	Professional Standard Knowledge	Presentation and Format
Distinguished (3)						
Proficient (2)						
Marginal (1)						
Unacceptable (0)						

Paper or Project due on or before: Spring - April 1, Summer - July 1, Fall - November 1.

- PASS: Total score  $\geq 12$  with no score = 0.
  - NO PASS TO PASS: Total score  $\geq 8$  and  $< 12$  for NO PASS.
- Revise and resubmit on or before the Friday of the last week in instruction.  
 Total score  $\geq 12$  with no score = 0 for PASS; total score  $< 12$  for FAIL.
- FAIL: Total score  $< 8$  FAIL.

Instructor Signature \_\_\_\_\_