



**Educational Technology and Media Leadership Program**  
**Teacher Librarian Credential Program**  
*Signature Assignment for ETEC 580, ETEC 695, EDP 698*  
*e-Portfolio*

**Student Learning Outcome(s) Assessed:**

SLO #1: Apply knowledge of multicultural, ethical & legal issues pertaining to using ICT with the global community.

SLO #2: Synthesize leadership principles within the practice of information and educational technology. For example, collaborate with educational partners to support student learning.

SLO #3: Apply instructional design principles to design and develop educational materials.

SLO #4: Integrate theoretical perspectives to review, interpret, and apply research in learning technology.

SLO #5: Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.

SLO #6: Locate, assess, and apply online resources to create learning experiences.

SLO #7: Promote reading for learning, personal growth and enjoyment.

SLO #8: Organize collections according to standard library cataloging and classification principles.

**Description of the Signature Assignment**

Candidates develop an e-portfolio of evidence demonstrating that they meet all the program standards. The e-portfolio for ETEC 580 includes field experience documentation and other artifacts developed during the program.

**Directions for Students**

The e-portfolio is a collection of evidence (preferably 2-3 artifacts per standard) demonstrating that you meet all the program standards. For each standard, the candidate should reflect on their learning.

For teacher librarian candidates, the field experience is one component of that eportfolio. The portfolio will include your: self-diagnosis of competencies, daily log, reports on your three projects, ethnographic study, and reflections.

## Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
<b>Artifacts (16 points)</b>	All artifacts/ assignments present, labeled correctly and saved in correct format. All artifacts have detailed descriptions and are related by the candidate to one or more student learning outcomes.  More than one artifact per SLO. (Range: 13-16 points)	All artifacts/ assignments present, labeled correctly and saved in correct format. All artifacts have sufficient descriptions and are related by the candidate to one or more student learning outcomes.  One artifact per SLO. (Range: 9-12 points)	One or more artifacts/ assignments misplaced. One or more artifacts/assignments labeled incorrectly or saved in incorrect format. Some artifacts have descriptions and/or are related by the candidate to at least one student learning outcome.  One or two SLOs do not have any artifacts. (Range: 5-8 points)	One or more artifacts/assignments missing. Cannot open one or more attached artifacts/assignments. Few artifacts have descriptions or are related by the candidate to at least one student learning outcome.  More than two SLOs do not have any artifacts. (Range: 1-4 points)	Many artifacts/ assignments are missing. Cannot open attached artifacts/ assignments. No artifacts have descriptions and none are related by the candidate to at least one student learning outcome.	
<b>Reflections on individual assignments or activities, and final reflection on project, comprehensive exam, or thesis (16 points)</b>	All of the artifacts are accompanied by a reflection that articulately discusses what the candidate has learned from the assignment. 150 word minimum met for each SLO and the final reflection.  Excellent evaluation of personal strengths and weaknesses in regards to educational technology. Reflects deeply on learning and experiences. (Range: 13-16 points)	Most artifacts are accompanied by a reflection that articulately discusses what the candidate has learned from the assignment. 150 word minimum met for each SLO and the final reflection.  Accurate consideration of personal strengths and weaknesses in regards to educational technology. Addresses and reflects on learning and experiences. (Range: 9-12 points)	Most artifacts are accompanied by a reflection that discusses what the candidate has learned from the assignment. 150 word minimum not met for each SLO and the final reflection.  Acceptable consideration of personal strengths and weaknesses in regards to educational technology. Did address learning and/or experiences but provided little if any reflection on them. (Range: 5-8 points)	Some artifacts are accompanied by a reflection that discusses what the candidate has learned from the assignment. 150 word minimum not met for each SLO and the final reflection.  Somewhat superficial consideration of personal strengths and weaknesses in regards to educational technology. Did not address learning or experience. (Range: 1-4 points)	Few, if any, artifacts are accompanied by a reflection that comes close to discusses what the candidate has learned from the assignment. 150 word minimum not met for each SLO and the final reflection.  No consideration of personal strengths and weaknesses in regards to educational technology. Did not address learning or experience.	
<b>Grammar and writing (8 points)</b>	No grammatical errors. Writing flows well and reflects an understanding of material. Writing is crisp, clear, and succinct. The writing incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language is appropriate. (Range: 7-8 points)	The text has 1 or 2 errors in grammar, capitalization, punctuation, and spelling requiring minor editing. Writing is clear and organized. Meaning is evident. (Range: 5-6 points)	The text has a few errors (3 or less) in grammar, capitalization, punctuation, and spelling requiring minor editing and revision. Writing is somewhat organized but tends to wander reflecting weak understanding. Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. (Range: 3-4 points)	The text has several errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more errors) Lack of organized thoughts in writing. It is hard to know what the candidate is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. (Range: 1-2 points)	The text has many errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. No organization in writing. It is impossible to know what the candidate is trying to express. Writing is extremely convoluted.	
<b>Total (40 possible points)</b>						

## Legend

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
<b>31-40</b>	4 (Exceeds Expectations)
<b>21-30</b>	3 (Meets Expectations)
<b>11-20</b>	2 (Meets Some Expectations)
<b>1-10</b>	1 (Does Not Meet Expectations)
<b>0</b>	0 (Can't Score)