

MSEd in Instructional Technology Comprehensive Exam

Guidelines for the Professional Portfolio

A portfolio is a collection of work used to illustrate competency or mastery in some defined area of knowledge and/or set of skills. It also provides a means for reflection on personal and professional development. Finally, it offers the opportunity for peer, self, and expert assessment.

Required Submissions

1. A **Current Resume**
2. A **Personal/Professional Statement** including a written reflection on your development as an instructional technology professional through this MSEd program and how the articles you've selected to submit demonstrate your knowledge and skills in the following Areas of Mastery.
 - Reflects on personal growth as IT professional
 - Reflects on MS program and impact on professional development
 - Draws on literature in the field (at least **3 citations**)
 - Summarizes program experiences
 - **Integrates areas of mastery and artifacts selected**
3. A **Goals Statement** for continued professional development. This should contain both short-term and long-term goals.
4. An outline of your **Program of Study** (with grades).
5. A **Compilation of Artifacts** submitted to illustrate your growth and level of competency in each of the six provided Areas of Mastery.
 - Professional Development
 - Analytical and Integrative
 - Instructional Design
 - Media/Technology Development
 - Management and Implementation
 - Evaluation
6. **Artifact Reflections** - For each artifact submitted to address an Area of Mastery, provide at least a one-page Reflection including a **Description** of the artifact and your **Rationale** for including the item in the portfolio. This one-page (at minimum) reflection should include the following.
 - Title of artifact/item
 - Area of Mastery addressed
 - Description of artifact including
 - the nature of the artifact (literature, design document, video, software evaluation, etc.)
 - the context in which the artifact was produced

- a summary of the major activities involved, findings, and/or conclusions reached.
- Rationale:
 - Your rationale for including the artifact
 - **How** the specific mastery criteria are addressed by that artifact
 - Your rationale for how **your** learning was affected
 - Your rationale for how your **students'/clients'** learning was affected (this could be hypothetical)

Personal/Professional Statement

This section of your portfolio should be a written reflection on your development as an instructional technology professional through this MEd program and how the artifacts you've selected to submit demonstrate your knowledge, skills, attitudes, and experience.

The criteria for assessment are:

- Reflects on personal growth as IT professional
- Reflects on MS program and impact on professional development
- Draws on literature in the field (at least **3 citations**)
- Summarizes program experiences
- **Integrates areas of mastery and artifacts selected**

Some questions you may ask yourself as you prepare to write your personal statement include:

- Who am I as an IT professional?
 - Define yourself
 - Provide a summary of your professional experiences
- What is important to you as an IT professional?
 - What kind of an IT professional are you?
 - What roles do you see for yourself? (collaborator, leader, teacher, manager, evaluator, designer, developer, researcher/scholar, etc.)
 - How are you guided by professional ethics and standards?
- What are your beliefs about ... ?
 - teaching and learning, instructional design, technology, technology-based learning, issues of diversity?
 - How do your beliefs and professional characteristics link to your development during your time as an IT student?
 - **How have your IT program experiences contributed to that development?**
 - **How do the artifacts you've selected reflect the above?**
- Drawing on the six areas of mastery, what are your strengths?
 - (use artifacts as examples)
 - What is your expertise?
 - What areas do you want to continue to develop?
 - (could set the stage for the Goals Statement)
 - How will you continue your life-long learning?

Goal Statement

In this section of the portfolio you will draw on your personal characteristics, values and beliefs to define a vision for your career and outline a series of goals to support that vision.

Ask yourself:

- What do you want? What ideal job do you have in mind? Why would you be good at it?
- What knowledge, skills, attitudes and experiences are important? How will you know when you get it?
- Elements to include:
 - *Vision/Statement of Purpose* - Using your personal statement and further self-reflection, identify the values, principles, and beliefs you consider most important to your career. Draw on the above values to develop a vision or purpose statement for your career.
 - *Short-term and Long-term goals*
- **Example statement of vision:** I value professional recognition, collegial relationships and contributing. I thoroughly enjoy my current position as a 7th grade teacher. I hope to continue in this position, but also gain recognition as having skills in integrating technology into teaching and learning. I would like to assist other faculty interested in using technology. I want to continuously be improving my own teaching by actively rethinking my lessons and putting into practice my knowledge of using technology.

Goals are measurable results or outcomes that link to your vision.

Tips for developing goals statements:

- Make sure the goal you are working for is something you really want.
- One goal cannot contradict another of your other goals.
- Write your goal in the positive instead of the negative.
- Write your goal out in complete detail. Include the achievement date.
- **Example short-term goal:** By the start of the school year 2017-2018, I will revise three units to incorporate engaged learning and technology.

TS MEd (ISTE NETS*TF), MEd Generalist (AECT), LIS MEd (ALA-AASL)

Areas of Mastery	Criteria	Examples of Artifacts
Professional Development	<ul style="list-style-type: none"> • Demonstrates readiness to participate in the IT field as a professional • Provides evidence of professional practice 	<ul style="list-style-type: none"> • Internship/Practicum Doc. (e.g., Final Report/Reflection) • Newsletter/Journal Article • Professional Association(s) • Presentations/workshops • Collaborative Activities (e.g., Information Literacy/Content Curriculum Collaborative Assessment, other class work) • LearnIT reflection
Analytical and Integrative Thinking	<ul style="list-style-type: none"> • Demonstrates your ability to plan, execute, and communicate an investigation. • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/client's learning environment. 	<ul style="list-style-type: none"> • Literature Review/Synthesis (e.g., ETR 520) • Research Plans/Projects (e.g., ETR 520) • Web Page Evaluations • ETR 531 Assignment • Library Activities (e.g., Reference Interviews/Subject Guides ETT 508; Collection Mapping ETT 523, 527, 507; Copyright ETT 542; Young Adult Media ETT 523, and other LIS research papers) • Reference Collection Analysis Project • Analysis Phase of a Project (e.g., ETT 560) • Final Research Paper (depending on topic selected, ETT 552 paper) • Case study responses (ETT 553)
Instructional Design	<ul style="list-style-type: none"> • Applies a coherent design model • Analyzes problem/situation • Recommends reasonable strategies • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/client's learning environment. 	<ul style="list-style-type: none"> • Design Plan/Document (e.g., ETT 510, ETT 511, ETT 560) • Lesson Plan • Performance Strategy • Curriculum integration activities • Book-talk (ETT 527) or Media-talk (ETT 523)/Storytelling plans • Teaching ethics assignment (ETT 542)
Media/ Technology Development	<ul style="list-style-type: none"> • Selects appropriate media to support learning objectives • Employs sound instructional strategies • Media matches delivery environment • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/clients' learning environment. 	<ul style="list-style-type: none"> • Samples of Media/Tools to Support Learning <ul style="list-style-type: none"> ○ Video ○ Audio ○ CBT ○ Internet ○ Print ○ Website ○ Webquest • Artifacts from ETT 530, ETT 536, ETT 538, ETT 555

Management and Implementation	<ul style="list-style-type: none"> • Demonstrates ability to manage resources, projects, or individuals. • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/clients' learning environment. 	<ul style="list-style-type: none"> • Project Management plan (e.g., ETT 570, ETT 573) • Technology plan • Classroom Management plan • Collection development plan • Organizational plan • Library Policies and Procedures Manual (ETT 504) • Selection and Evaluation • Implementation Phase of ETT 560 project
Evaluation	<ul style="list-style-type: none"> • Demonstrates the use of appropriate evaluation techniques • Describes how this artifact affected your learning. • Describes how this artifact affected your students'/clients' learning environment. 	<ul style="list-style-type: none"> • Evaluation Plan/Report (e.g., ETT 510, ETT 560) • Media Selection/Evaluation • Program Evaluation • Visual design principles evaluation • Case Study Analysis (ETT 533) • Media Selection/Evaluation/Purchasing Assignments (e.g., purchasing of children's materials for diverse groups ETT 527) • Research Paper (depending on topic selected, ETT 552)

MSEd. IT Comprehensive Exam Portfolio Assessment

Context

This assessment applies to the Instructional Technology MSEd Comprehensive Exam Professional Portfolio, which is required of every student for graduation.

Purpose

The purpose of this instrument is to assure fair and consistent assessment of each student's work while maintaining an electronic record of student achievement.

Assessor

Each portfolio is reviewed and assessed independently by three or more members of the Instructional Technology faculty.

Program Outcomes

NIU-COE-MSIT.1

Systematically analyze performance and instructional problems and design solutions.

NIU-COE-MSIT.2

Utilize instructional technology hardware and software for the development of instructional materials.

NIU-COE-MSIT.3

Develop instructional and performance strategies that can be applied in school or business settings.

NIU-COE-MSIT.4

Manage instructional technology projects and programs in educational and/or business settings.

NIU-COE-MSIT.5

Test theory, research and ideas while developing an appreciation for diverse and multiple perspectives, by engaging in spirited dialogue with faculty , other graduate students and instructional technology professionals.

NIU-COE-MSIT.6

Identify and practice professional, legal, social and human ethics

NIU-COE-MSIT.7

Apply assessment techniques to measure student learning and the effectiveness of instructional technology-based products and programs

NIU-COE-MSIT.8

Demonstrate effective oral and written communication skills through the creation of written papers and projects, and the presentation of individual and group works, as assessed by faculty and peers.

NIU-COE-MSIT.9

Successfully apply Student Learning Objectives in a professional setting.

AECT Standards

AECT.INI.1

STANDARD -- DESIGN. Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics. Supporting Explanations:

AECT.INI.2

STANDARD -- DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies. Supporting Explanation:

AECT.INI.3

STANDARD -- UTILIZATION. Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making. Supporting Explanations:

AECT.INI.4

STANDARD -- MANAGEMENT. Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management. Supporting Explanations:

AECT.INI.5

STANDARD -- EVALUATION. Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. Supporting Explanations:

ALA-AASL Standards

ALA-AASL.1

STANDARD: School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

ALA-AASL.2

STANDARD: Teaching and Learning. School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.

ALA-AASL.3

STANDARD: Collaboration and Leadership. School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

ALA-AASL.4

STANDARD: Program Administration. School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

Comprehensive Exam Portfolio Assessment Rubric

Professional Portfolio Assessment Worksheet					
	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
Overall – Organization (2, 4%) ISTE – TF .1	Organized so that all items are easy to access and review	Organized with each Area of Mastery clearly identified; all artifacts open with ease; no broken links	Organized with each Area of Mastery clearly identified; all artifacts open with ease; no broken links	Minor problems with access or organization of items	Organization unclear or access made difficult with broken links or other technical problems.
Comments:					
Overall - Presentation (2, 4%) ISTE-TF.1	All items are free of typos, grammar and spelling errors	No typos, grammar or spelling errors	Less than 5 typos, grammar or spelling errors	5-10 typos, grammar or spelling errors	More than 10 typos, grammar or spelling errors
Comments:					
Current Resume (1, 2%)	Includes current and appropriate education and professional experience	Up to date with no omissions or inappropriate elements	No more than one element missing or inappropriate elements	Two missing or inappropriate elements	Three or more missing or inappropriate elements
Comments:					

Resume Presentation (1, 2%)	Presented professionally	Professional presentation	Acceptable presentation	Could be made to be Acceptable with some revisions	Unacceptable presentation
Comments:					
Personal Statement - Reflects on growth as an IT Professional (2, 4%)	Reflects on growth as an IT professional	Insightful reflections on growth as an IT professional	Reflects on growth as an IT professional	Reflects on growth as an IT professional, but lacks depth	No reflection on growth as an IT professional
Comments:					
Personal Statement - Reflects on MS program and impact on professional development (2, 4%)	Reflects on MSED program and impact on professional development	Insightful reflections on impact of MSED program on professional development	Reflects on impact of MSED program on professional development	Reflects on program impact on professional development, but lacks depth	No reflection on impact of program on professional development
Comments:					
Personal Statement - Summarizes Program Experiences (2, 4%)	Summarizes program experiences	Draws clear links between summary of program experiences and professional growth	Summarizes program experiences and attempts to link to professional growth	Summarizes program experiences, but does not link to professional growth	No summary of program experiences
Comments:					
Personal Statement - Draws on literature from the field (2, 4%)	Draws on literature from the field	Personal beliefs about the IT field/profession are underscored with citations from related literature	At least 3 citations to related literature are used to support personal beliefs about the IT field/profession	Attempts to link literature are unclear or not well developed	No link to literature
Comments:					
Personal Statement - Integrates Areas of Mastery (2, 4%) NIU-COEMSIT.8	Integrates areas of mastery and artifacts	Thoughtfully Chosen artifacts with clear links to mastery	Acceptable integration of areas of mastery	Poor integration of artifacts with areas of mastery	No integration of artifacts with areas of mastery
Comments:					
Goals Statement (4, 8%) ISTE-TF.8 NIU-COE-MSIT.6 NIU-COE-MSIT.9	Defines a vision statement and a plan of goals for continued professional development	Short term goals clearly support long term goals and vision statement for professional development	Vision statement, short and long term goals are included and related to professional development	Goals do not support vision and/or goals limited to personal, not professional development	Lacking vision and/or goals
Comments:					

Professional Development - Artifacts (2, 4%) AECT.INI.1 AECT.INI.2 AECT.INI.3 AECT.INI.4 AECT.INI.5 ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.3 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.9	Demonstrates readiness to participate in the IT field as a professional Provides evidence of professional practice	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
Comments:					
Professional Development- Description/ Rationale (3, 6%) AECT.INI.1 AECT.INI.2 AECT.INI.3 AECT.INI.4 AECT.INI.5 ALA-AASL-1 ALA-AASL-2 ALA-AASL-3 ALA-AASL-4 ISTE-TF.3 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.9	Demonstrates readiness to participate in the IT field as a professional Provides evidence of professional practice	Clear, well-organized, descriptions Persuasive rationales support how criteria are met	Satisfactory descriptions of artifacts Rationales support how criteria for this area of mastery are met No more than Three mechanical errors.	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
Comments:					
Analytical and Integrative Thinking - Artifacts (2, 4%) AECT.INI.1 AECT.INI.2 AECT.INI.3 AECT.INI.4 AECT.INI.5 ISTE-TF.4	Demonstrates ability to plan, execute and communicate an investigation	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
Comments:					
Analytical and Integrative	Demonstrates ability to plan, execute and	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do	Inadequate descriptions and rationales

Thinking - Description w/ Rationale (1, 2%) AECT.INI.1 AECT.INI.2 AECT.INI.3 AECT.INI.4 AECT.INI.5 ISTE-TF.4	communicate an investigation	Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met	not support criteria for this area of mastery	do not support this area of mastery
Comments:					
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.4	Describe how this artifact affected your learning?	Thoughtful discussion and reflection on how this artifact affected your learning	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects your learning
Comments:					
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.4	Describe how this artifact affected your students'/ clients' learning	Thoughtful discussion and reflection on how this artifact affected your students' / clients' learning	Discusses and reflects on how artifact affected your students'/ clients' learning	Unclear how this artifact affected your students'/ clients' learning	No mention of how this artifact affects your students'/ clients' learning
Comments:					
Instructional Design - Artifacts (2, 4%) AECT.INI.1 ISTE-TF.2 ISTE-TF.3 ISTE-TF.6 NIU-COE-MSIT.1 NIU-COE-MSIT.3	Applies a coherent design model Analyzes problem/situation Recommends reasonable strategy	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts
Comments:					
Instructional Design - Description w/ Rationale	Applies a coherent design model Analyzes problem/situation	Clear, well-organized, descriptions Persuasive rationales	Satisfactory descriptions of artifacts Rationales support how	Inadequate descriptions or rationales do not support criteria for this	Inadequate descriptions and rationales do not support this area of

(1, 2%) ISTE-TF.2 ISTE-TF.3 ISTE-TF.6	Recommends reasonable strategy	support how criteria are met	criteria for this area of mastery are met	area of mastery	mastery
Comments:					
Instructional Design - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.3 ISTE-TF.6	Describe how this artifact affected your learning.	Thoughtful discussion and reflection on how this artifact affected your learning	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects your learning
Comments:					
Instructional Design - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.3 ISTE-TF.6	Describe how this artifact affected your students'/clients' learning.	Thoughtful discussion and reflection on how this artifact affected your students'/clients' learning	Discusses and reflects on how artifact affected your students'/clients' learning	Unclear how this artifact affected your students'/clients' learning	No mention of how this artifact affects your students'/clients' learning
Comments:					
Media / Technology Development - Artifacts (1, 2%) AECT-INI.1 AECT-INI.2 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.2	Media appropriately supports learning objectives Employs sound instructional strategies	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts
Comments:					
Media/ Technology Development- Description w/ Rationale (2, 4%) AECT.INI.1 AECT.INI.2 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6 NIU-COE-MSIT.2	Media appropriately supports learning objectives Employs sound instructional strategies Media reflects best use of technology Media matches delivery environment	Clear, well-organized, descriptions Persuasive rationales support how criteria are met	Satisfactory descriptions of artifacts Rationales support how criteria for this area of mastery are met	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
Comments:					

Media/ Technology Development - Description w/ Rationale (1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6	Describe how this artifact affected your learning	Thoughtful discussion and reflection on how this artifact affected learning	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects learning
Comments:					
Media/ Technology Development- Description w/ Rationale (1, 2%) ALA-AASL.1 ALA-AASL.2 ALA-AASL.3 ISTE-TF.2 ISTE-TF.5 ISTE-TF.6	Describe how this artifact affected your students'/ clients' learning	Thoughtful discussion and reflection on how this artifact affected your students'/ clients' learning	Discusses and reflects on how artifact affected your students'/ clients' learning	Unclear how this artifact affected your students'/ clients' learning	No mention of how this artifact affects your students'/ clients' learning
Comments:					
Management and Implementation - Artifacts (2, 4%) AECT-INI.3 AECT-INI.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8 NIU-COE- MSIT.4	Demonstrates ability to manage resources, projects, or individuals	Exemplary artifacts	Appropriate artifacts	Areas needs to be strengthened with additional artifacts	Inappropriate artifacts
Comments:					
Management and Implementation - Description w/ Rationale (1, 2%) AECT.INI.3 AECT.INI.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8 NIU-COE- MSIT.4	Demonstrates ability to manage resources, projects, or individuals	Clear, well-organized, descriptions Persuasive rationales support how criteria are met	Satisfactory descriptions of artifacts Rationales support how criteria for this area of mastery are met	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
Comments:					

Management and Implementation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8	Describe how this artifact affected your learning	Thoughtful discussion and reflection on how this artifact affected your learning	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects learning
Comments:					
Management and Implementation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3 ALA-AASL.4 ISTE-TF.1 ISTE-TF.6 ISTE-TF.7 ISTE-TF.8	Describe how this artifact affected your students'/ clients' learning	Thoughtful discussion and reflection on how this artifact affected your students'/ clients' learning	Discusses and reflects on how artifact affected your students' clients' learning	Unclear how this artifact affected your students'/ clients' learning	No mention of how this artifact affects your students'/ clients' learning
Comments:					
Evaluation - Artifacts (2, 4%) AECT-INT.5 ISTE-TF.4 NIU-COE-MSIT.7	Demonstrates the use of appropriate assessment/ evaluation techniques	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
Comments:					
Evaluation - Description w/ Rationale (1, 2%) AECT-INT.5 ISTE-TF.4 NIU-COE-MSIT.7	Demonstrates the use of appropriate assessment/ evaluation techniques	Clear, well-organized, descriptions Rationales support how criteria are met	Satisfactory descriptions of artifacts Rationales support how criteria for this area of mastery are met	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
Comments:					
Evaluation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.4 ISTE-TF.4	Describe how this artifact affected your learning	Exemplary artifacts. Clear, well-organized, persuasive descriptions and reflection. No mechanical errors.	Discusses and reflects on how artifact affected your learning	Unclear how this artifact affected your learning	No mention of how this artifact affects your learning
Comments:					

Evaluation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.4 ISTE-TF.4	Describe how this artifact affected your students'/ clients' learning	Thoughtful discussion and reflection on how this artifact affected your students'/ clients' learning	Discusses and reflects on how artifact affected your students' clients' learning	Unclear how this artifact affected your students'/ clients' learning	No mention of how this artifact affects your students'/ clients' learning
Comments:					