**EDLM 525 Assessment Rubric**

**Assignment Three: ePortfolio (Instructor)**

**Student Name: Date:**

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| **Learning Outcome** | **Criteria**  **Does Not Meet Expectations**  **F** | **Criteria**  **Approaches**  **Expectations**  **B-** | **Criteria**  **Fully Meets Expectations**  **B B+** | **Criteria**  **Exceeds Expectations**  **A- A A+** |
| **Communication**  1.2 Makes effective presentations and communicates using appropriate media and techniques.  (30%) | 1. Narrative leads the viewer through the ePortfolio in a manner that is at times unclear.  2. Several artifacts are not clearly related to the purpose of the ePortfolio.  3. The use of multimedia is at times distracting and does not enhance the purpose of the ePortfolio.  4. Rate of speech, pacing, volume, or intonation makes it difficult to understand and to maintain interest. | 1. Narrative leads the viewer through the ePortfolio in a generally straightforward manner. 2. Most artifacts are clearly related to the purpose of the ePortfolio.  3. The use of multimedia somewhat enhances the purpose of the ePortfolio, is generally appropriate and creates interest.  4. Rate of speech, pacing and volume are at times unclear and detract from understanding. Intonation is unnatural. | 1. Narrative leads the viewer through the ePortfolio in a clear and straightforward manner.  2. Each artifact is clearly related to the purpose of the ePortfolio and is accompanied by a caption identifying its’ importance.  3. The use of multimedia enhances the purpose of the ePortfolio, is appropriate and creates interest.  4. Rate of speech, pacing and volume are generally clear and promote understanding. Intonation is natural and maintains interest. | 1. Narrative leads the viewer through the ePortfolio in a clear and straightforward manner. Rationale for including artifacts is made explicit.  2. Each artifact is clearly related to the purpose of the ePortfolio and is accompanied by a caption succinctly identifying its’ importance.  3. The use of multimedia enhances the purpose of the ePortfolio, is appropriate, creates interest and presents the contents in an original way.  4. Rate of speech, pacing and volume are consistently clear and promote understanding. Intonation is natural and maintains interest throughout entire presentation. |
| Comments: | | | | |
| **Learning and Teamwork**  2.2 Demonstrates leadership in modeling values and practices that encourage trust, knowledge sharing, empowerment and mutual success.  (20%) | Paper provides little or no evidence of reflection on this outcome.  1. Participates actively in class activities and encourages a supportive group ethos.  2. Provides feedback to classmates, instructors and the program in a constructive manner.  3. Acknowledges challenges and successes in meeting deadlines and managing time in relation to course loads and team assignments.  4. Acknowledges supportive work effort and accomplishment in others.  5. Identifies areas of personal strength and potential for offering mentorship. | Paper provides some evidence of reflection on this learning outcome.  1. Participates actively in class activities and encourages a supportive group ethos.  2. Provides feedback to classmates, instructors and the program in a constructive manner.  3. Acknowledges challenges and successes in meeting deadlines and managing time in relation to course loads and team assignments.  4. Acknowledges supportive work effort and accomplishment in others.  5. Identifies areas of personal strength and potential for offering mentorship. | Paper provides evidence of reflection on this learning outcome, supported with some examples.  1. Participates actively in class activities and encourages a supportive group ethos.  2. Provides feedback to classmates, instructors and the program in a constructive manner.  3. Acknowledges challenges and successes in meeting deadlines and managing time in relation to course loads and team assignments.  4. Acknowledges supportive work effort and accomplishment in others.  5. Identifies areas of personal strength and potential for offering mentorship. | Paper provides rich and detailed evidence of reflection on this learning outcome supported by specific examples.  1. Participates actively in class activities and encourages a supportive group ethos.  2. Provides feedback to classmates, instructors and the program in a constructive manner.  3. Acknowledges challenges and successes in meeting deadlines and managing time in relation to course loads and team assignments.  4. Acknowledges supportive work effort and accomplishment in others.  5. Identifies areas of personal strength and potential for offering mentorship. |
| Comments: | | | | |
| **Critical Thinking**  3.1 Applies critical thinking to the integration of knowledge and practice  (30%) | 1. Assumptions in personal opinion are not identified.  2. Little or no evaluation of relevant assigned or available information for accuracy, reliability or authority.  3. Demonstrates a limited understanding of perspectives on educational leadership. No references to the literature are provided.  4. Few artifacts included in the portfolio provide a picture of the author’s emerging perspective of educational leadership.  5. Author does not consider how the ePortfolio might be used over time. | 1. Identifies implicit assumptions in personal opinion.  2. Relevant assigned or available information is somewhat critically evaluated for accuracy, reliability or authority.  3. Demonstrates a limited understanding of perspectives on educational leadership supported by some references to the literature.  4. Artifacts included in the portfolio provide a limited picture of the author’s emerging perspective of educational leadership.  5. Author provides some suggestions on how the ePortfolio might be used over time. | 1. Identifies and challenges implicit assumptions in personal opinion.  2. Explicitly and critically evaluates relevant assigned or available information for accuracy, reliability or authority.  3. Demonstrates an understanding of a variety of perspectives on educational leadership supported by some references to the literature.  4. Artifacts included in the portfolio provide a comprehensive picture of the author’s emerging perspective of educational leadership.  5. Author clearly articulates how the ePortfolio will be used over time. | 1. Demonstrates clarity and insight in identifying and challenging implicit assumptions in personal opinion.  2. Shows depth of analysis in explicitly and critically evaluating relevant assigned or available information for accuracy, reliability or authority.  3. Demonstrates an understanding of a variety of perspectives on educational leadership effectively supported by clear and appropriate references to the literature.  4. Artifacts included in the portfolio provide a clear and comprehensive picture of the author’s emerging perspective of educational leadership.  5. Author clearly articulates how the ePortfolio will be used over time and adapted for different audiences. |
| Comments: | | | | |
| **Knowledge**  5.5 Engages in meaningful self-assessment and self-awareness to enhance leadership skills, positive relationships, and professional goals.  (20%) | 1. Demonstrates a sincere desire for self-improvement but areas of focus for on-going personal/professional growth are not mentioned.  2. Limited description of feedback and how it could be useful.  3. Limited mention of the ability to recognize superior abilities in others. | 1. Demonstrates a sincere desire for self-improvement including some mention of areas of focus for on-going personal/professional growth.  2. Seeks feedback and objectively considers both praise and constructive criticism. Provides an example of how feedback has been useful.  3. Demonstrates ability to recognize superior abilities in others but ways to employ that knowledge to better own performance are unclear. | 1. Demonstrates a sincere desire for self-improvement including a description of specific areas of focus for on-going personal/professional growth.  2. Seeks feedback and objectively considers both praise and constructive criticism. Gives clear examples of how feedback has been useful.  3. Demonstrates ability to recognize superior abilities in others and employ that knowledge to better own performance. | 1. Demonstrates a sincere desire for self-improvement including a description and rationale for specific areas of focus for on-going personal/professional growth.  2. Seeks feedback and objectively considers both praise and constructive criticism. Provides evidence or description of different kinds of feedback, and discusses what use has or could be made of it.  3. Clearly demonstrates ability to recognize superior abilities in others and employ that knowledge to better own performance, supported with a specific example. |
| Comments: | | | | |

Your mark on the self-assessment is \_\_\_\_\_\_.

Your mark on the instructor assessment is \_\_\_\_\_.

Your final mark for this assignment is \_\_\_\_\_.

This assignment is weighted at 40% or your final grade for the course (10% self assessment and 30% instructor assessment).