

MSEd. IT Portfolio Assessment

Context

This assessment applies to the Instructional Technology MSED 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 two 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.

Professional Portfolio Assessment Worksheet

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
Overall - Organization (2, 4%)	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	Orgnaization unclear or access made difficult with broken links or other technical problems.
Overall - Presentation (2, 4%)	All items are free of typos, grammar and spelling errors	No typos, grammar or spelling errors	Less than 5 typos, grammar or spelling erros	5-10 typos, grammar or spelling errors	More than 10 typos, grammar or spelling errors
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	Two missing or inappropriate elements	Three or more missing or inappropriate elements
Resume Presentation (1, 2%)	Presented professionally	Professional presentation	Acceptable presentation	Could be made to be acceptable with some revisions	Unacceptable presentation
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
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
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
Personal Statement - Draws on	Draws on literature from the field	Personal beliefs about	At least 3 citations to	Attempts to link literature	No link to literature

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)	
	literature from the field (2, 4%)	the IT field/profession are underscored with citations from related literature	related literature are used to support personal beliefs about the IT field/profession	are unclear or not well developed		
	Personal Statement - Integrates Areas of Mastery (2, 4%) NIU-COE-MSIT.8	Integrates areas of mastery and artifacts	Thoughtfully chosen artifacts with clear links to areas of mastery	Acceptable integration of areas of mastery and artifacts	Poor integration of artifacts with areas of mastery	No integration of artifacts with areas of mastery
	Goals Statement (4, 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
	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 NIU-COE-MSIT.9	Demonstrates readiness to participate in the IT field as a professional	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
	Professional Development - Description/Rationale (3, 6%) AECT-INI.1 AECT-INI.2 AECT-INI.3 AECT-INI.4 ALA-AASL-1 ALA-AASL-2 ALA-AASL-3 ALA-AASL-4 NIU-COE-MSIT.9	Demonstrates readiness to participate in the IT field as a professional	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
		Provides evidence of professional practice	Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met		
				No more than		

Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)	
Analytical and Integrative Thinking - Artifacts (2, 4%) AECT- INI.1 AECT- INI.2 AECT- INI.3 AECT- INI.4 AECT- INI.5	Demonstrates ability to plan, execute and communicate an investigation	Exemplary artifacts	three mechanical errors. Appropriate artifacts	Area needs to be strengthened with additional artifacts	No appropriate artifacts
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%)	Demonstrates ability to plan, execute and communicate an investigation	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
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%) ALA-AASL.1 ALA- AASL.2 ALA- AASL.3 ALA- AASL.4	Describe how this artifact affected <u>your</u> 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
Analytical and Integrative Thinking - Description w/ Rationale (1, 2%) ALA-AASL.1 ALA- AASL.2 ALA- AASL.3 ALA- AASL.4	Describe how this artifact affected <u>your students'/clients'</u> 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
Instructional Design - Artifacts (2, 4%) AECT- INI.1 NIU-COE- MSIT.1 NIU-COE- MSIT.3	Applies a coherent design model Analyzes problem/situation	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
	Recommends reasonable strategy				
Instructional Design - Description w/ Rationale (1, 2%)	Applies a coherent design model	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do not support criteria for this area of mastery	Inadequate descriptions and rationales do not support this area of mastery
	Analyzes problem/situation	Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met		
	Recommends reasonable strategy				
Instructional Design - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA-AASL.3	Describe how this artifact affected <u>your</u> 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
	Describe how this artifact affected <u>your students'/clients'</u> 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
Media / Technology Development - Artifacts (1, 2%) AECT-INI.1 AECT-INI.2 NIU-COE-MSIT.2	Media appropriately supports learning objectives	Exemplary artifacts	Appropriate artifacts	Area needs to be strengthened with additional artifacts	Inappropriate artifacts
	Employs sound instructional strategies				
	Media reflects best use of technology				
	Media matches delivery environment				
Media/Technology Development - Description w/	Media appropriately supports learning objectives	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do	Inadequate descriptions and rationales

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
	Rationale (2, 4%) AECT.INI.1			not support criteria for this area of mastery	do not support this area of mastery
	AECT.INI.2 NIU- COE-MSIT.2	Employs sound instructional strategies	Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met	
		Media reflects best use of technology			
		Media matches delivery environment			
	Media/Technology Development - Description w/ Rationale (1, 2%)	Describe how this artifact affected <u>your</u> 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
	ALA-AASL.1 ALA- AASL.2 ALA- AASL.3				No mention of how this artifact affects learning
	Media/Technology Development - Description w/ Rationale (1, 2%)	Describe how this artifact affected <u>your students'/clients'</u> 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
	ALA-AASL.1 ALA- AASL.2 ALA- AASL.3				No mention of how this artifact affects your students'/clients' learning
	Management and Implementation - Artifacts (2, 4%)	Demonstrates ability to manage resources, projects, or individuals	Exemplary artifacts	Appropriate artifacts	Areas needs to be strengthened with additional artifacts
	AECT.INI.3 AECT.INI.4 NIU- COE-MSIT.4				Inappropriate artifacts
	Management and Implementation - Description w/ Rationale (1, 2%)	Demonstrates ability to manage resources, projects, or individuals	Clear, well-organized, descriptions	Satisfactory descriptions of artifacts	Inadequate descriptions or rationales do not support criteria for this area of mastery
	AECT.INI.3 AECT.INI.4 NIU- COE-MSIT.4		Persuasive rationales support how criteria are met	Rationales support how criteria for this area of mastery are met	Inadequate descriptions and rationales do not support this area of mastery
	Management and Implementation -	Describe how this artifact affected	Thoughtful discussion and	Discusses and reflects on	Unclear how this artifact
					No mention of how this

	Criteria	Exemplary (4 pts)	Target (3 pts)	Marginal (Needs Revisions) (2 pts)	Unacceptable (1 pt)
Description w/ Rationale (1, 2%) ALA-AASL.2 ALA- AASL.3 ALA- AASL.4	<u>your</u> learning	reflection on how this artifact affected your learning	how artifact affected your learning	affected your learning	artifact affects learning
Management and Implementation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA- AASL.3 ALA- AASL.4	-LIS only: Describe how this artifact affected <u>your students'</u> 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
Evaluation - Artifacts (2, 4%) AECT-INI.5 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
Evaluation - Description w/ Rationale (1, 2%) AECT.INI.5 NIU- COE-MSIT.7	Demonstrates the use of appropriate assessment/evaluation techniques	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
Evaluation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA- AASL.4	Describe how this artifact affected <u>your</u> 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
Evaluation - Description w/ Rationale (1, 2%) ALA-AASL.2 ALA- AASL.4	Describe how this artifact affected <u>your students'/clients'</u> 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

Overall Assessment

Overall Assessment				
	Exemplary (4 pts)	Target (3 pts)	Needs Revisions (2 pts)	Unacceptable (1 pt)
Overall Assessment (1, 100%)	Congratulations on passing your portfolio review in an exemplary fashion! You did a superb job with your portfolio. You scored at least 90 % and received no assessments in the Needs Revisions or Unacceptable categories.	Congratulations on passing your portfolio review! You did a fine job and received no assessments in the Needs Revisions or Unacceptable categories.	You still have some work to do to meet Target expectations. All areas that received an assessment of Needs Revisions must be addressed and resubmitted. Please see specific comments and contact your Portfolio Review Committee Chair for further information and direction.	You have significant work to do to meet Target expectations. All areas that received an assessment of Unacceptable must be addressed and resubmitted. Please see your Portfolio Review Committee Chair.