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| **ePortfolio****Category** | **Criteria** | **Emerging**  | **Consolidating** | **Achieved** |
| **TQS Requirements** | * ePortfolio demonstrates familiarity with and understanding of theory/research in the field of educational technology.
* Makes link or connections to current research and theory to pedagogical practice.
* Demonstrates technological application and competency.
* Demonstrates learning and critical reflection.
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| **Design &****Use of Media** | * Appearance and layout are displayed with clarity.
* Platform is appropriate.
* Links work correctly.
* All work included respects copyright rules.
* Audience and purpose clearly defined and respected.
* Media and design reflect technology proficiency.
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| **Metaphor** | * Use of metaphor is integrated consistently throughout presentation.
* Metaphor is clear and used appropriately to add meaning.
* Presented as an overarching theme.
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| **Selected Artifacts** | * Artifacts are meaningfully selected.
* Artifacts link coherently with theory/research.
* Artifacts show evidence of transformative learning.
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| **Reflections** | * Reflection is meaningfully woven throughout to show learning.
* Reflection demonstrates personal growth and transformation.
* Reflections illustrate the principles of assessment as per ETEC 590.
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| **Overall presentation of ePortfolio** | * Fonts, images, and video are clear and easy to read.
* Written in correct APA form and referenced correctly.
* Reflects academic style and tone.
* Spelling and grammar is accurate
* Design is visually organized to capture the emotional essence of personal growth that demonstrates transformative learning.
* Writing and creative thoughts enhance the content
 |   |  |  |
| **Role of Theory and Research** | * Theory and research are appropriately referenced
* Links to theory show transformation of learning
* Personal connections to theory strengthen the reflective progress of the eP.
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| **References** | * APA style correctly used
* References support personal reflections in each MET course
* References are well cited
* Link theory to learning
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