

LESSON EVALUATION RUBRIC

	Exemplar 3	Developed 2	Limited 1	Not in Place 0
Standards/ Learning Objectives	<ul style="list-style-type: none"> Standards and objectives are specific, focused, and intentionally driving the use of technology. 	<ul style="list-style-type: none"> Standards and objectives are correlated to technology uses. 	<ul style="list-style-type: none"> Standards and objectives are superficial or implied. 	<ul style="list-style-type: none"> No effort to reference standards is observed.
Curriculum Linking w/ Technology Uses	<ul style="list-style-type: none"> Use of technology creates unique content learning benefits (i.e. content learning experiences would be seriously impaired or impossible without the use of technology). 	<ul style="list-style-type: none"> Use of technology adapts / varies present student learning experiences or the demonstration of learning (i.e. content learning experiences / benefits are enhanced but possible without the use of technology). 	<ul style="list-style-type: none"> Content provides “topics” for technology skills / uses. Content learning is incidental – student uses content primarily to learn / practice technology skills. 	<ul style="list-style-type: none"> No link between content and technology is evident.
Cognitive Tasks	<ul style="list-style-type: none"> Cognitive tasks require synthesis and evaluation of information, creation of students’ own original positions / products/ concepts. Student work is generative, creating knowledge useful for others outside school. 	<ul style="list-style-type: none"> Cognitive task requires recalling and recapping existing knowledge – work is additive and focused primarily on a demonstration of understanding for creator and classmates. 	<ul style="list-style-type: none"> Cognitive task limited to practicing and demonstrating technical skills useful and beneficial to creator. 	<ul style="list-style-type: none"> Technology represents a fun and motivating task.
Assessment Practices	<ul style="list-style-type: none"> Student work is assessed by peers or an external audience for in-depth content knowledge and understanding and for effective, appropriate use of technology. Students self-designed assessment tools. 	<ul style="list-style-type: none"> Student work assessed primarily topical content and technical aspects. Students co-partner with teacher in designing assessment tools. 	<ul style="list-style-type: none"> Student work is assessed primarily on technical aspects. Assessment tool is designed by teacher. 	<ul style="list-style-type: none"> Assessment is based on completion of project or product.
Preparation for Learning Tasks	<ul style="list-style-type: none"> Extensive preparation expected (i.e. question-webbing, story-boarding, mind-mapping, outlining) Students are expected to develop own critical questions/ topics as well as access / assess own appropriate credible resources 	<ul style="list-style-type: none"> Adequate preparation expected. Teacher organizes topics and identifies multiple resources. 	<ul style="list-style-type: none"> At least one preparation task expected. Single topic and/or resource is identified by teacher. 	<ul style="list-style-type: none"> Preparation task weak or missing.
Technology Use	<ul style="list-style-type: none"> Transformative use of technology. Task creates new learning reflecting original thought now possible with new tools. 	<ul style="list-style-type: none"> Adaptive use of technology. Task creates same learning enhanced with new tools. 	<ul style="list-style-type: none"> Literacy use of technology. Task requires practicing technology skills. 	<ul style="list-style-type: none"> Technology tasks are supplemental.

Adapted from *Evaluating Student Digital Products*, Bernajean Porter, 2001. BJPCConsulting.

Equity	<ul style="list-style-type: none"> • Focused, specific, proven strategies deliberately and appropriately address diverse student needs. 	<ul style="list-style-type: none"> • Effort to address student diversity is apparent in plan. 	<ul style="list-style-type: none"> • Strategies included are appropriate for diversity. 	<ul style="list-style-type: none"> • Efforts to address diversity are inappropriate, ineffectual, or lacking.
Parental Involvement	<ul style="list-style-type: none"> • Caregivers and/or others persons significant to the student are specifically included as teachers and/or co-learners in the experience. 	<ul style="list-style-type: none"> • Tasks require the engagement of other members of the students' families. 	<ul style="list-style-type: none"> • Tasks relate to students' out-of-school experiences. 	<ul style="list-style-type: none"> • Little or no effort is evident relating the learning experience to students' out-of-school experiences.