

LMSD Technology Project Rubric

last revised 2/17/2005

ATTRIBUTES	SCALE			
	4	3	2	1
Addresses Standards	Pervasive support for both content and technology standards	Addresses <ul style="list-style-type: none"> • content AND • technology standards 	Addresses <ul style="list-style-type: none"> • content OR • technology standards 	Standards may be implied but not explicitly addressed
Enduring Understandings	Incorporates ALL of the following: <ul style="list-style-type: none"> • enduring value beyond the classroom; • resides at the heart of the discipline; • requires uncovering 	Incorporates TWO of the following: <ul style="list-style-type: none"> • enduring value beyond the classroom; • resides at the heart of the discipline; • requires uncovering 	Project organized around big idea(s)	No explicit evidence of enduring understandings
Essential Questions	Essential questions <ul style="list-style-type: none"> • very likely to engage student interest OR • students provided opportunities to frame their own essential questions 	Essential questions clearly connected to enduring understanding(s)	Essential questions stated	No essential questions articulated
Assessments	<ul style="list-style-type: none"> • Specifies formative and summative assessments; AND • includes performance assessment 	Assessments address ALL aspects of critical content: <ul style="list-style-type: none"> • standards; • enduring understandings; • essential questions 	Assessments listed only	Assessment strategies are not specified
Student Centered; Constructivist	Learning activities incorporate <ul style="list-style-type: none"> • student choice AND • higher order thinking; • students likely to perceive project as authentic 	Learning activities incorporate <ul style="list-style-type: none"> • student choice OR • higher order thinking skills; • teacher role is primarily facilitator 	<ul style="list-style-type: none"> • Students are primary users of technology but • project is primarily teacher directed 	Student centered approaches to teaching and learning activities not described
Differentiated Instruction	Variety of high prep AND low prep activities are included for use of technology itself and/or accomplished through the use of technology	At least one high prep AND a variety of low prep activities included for use of technology itself and/or accomplished through the use of technology	Some low prep activities are included for use of technology itself and/or accomplished through the use of technology	No evidence of differentiated instruction for use of technology itself and/or accomplished through the use of technology
Technology Integration	Unique contribution of technology facilitates educational value of project	Technology contributes to success of project	Prerequisites or complexity of technology potentially overwhelms or dominates curricular goal(s)	The use of technology not clearly essential
Levels of Technology Implementation (LoTi)	LoTi Level 4: <ul style="list-style-type: none"> • Students are likely to perceive project as authentic; AND • project addresses critical content 	LoTi Level 3: <ul style="list-style-type: none"> • Higher order thinking is promoted or required 	LoTi Level 2: <ul style="list-style-type: none"> • Students are primary users of technology 	LoTi Level 1: <ul style="list-style-type: none"> • Teacher is primary user of technology