EDT 626 Rubric: Curriculum Materials (updated 3/30/15)

by Grand Valley Education Administrator

Technology Assessment Plan

Standards

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacherâ€™s and learnerâ€™s decision making.

ISTE-NETS-C.2.g Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

ISTE-NETS-C.2.h Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

ISTE-NETS-C.3.d Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning

Assessment Standards & Benchmarks for Advanced Programs

A. Select, construct, and use assessment strategies appropriate to the learning outcomes.
B. Use a variety of informal and formal strategies to inform choices about student progress and to adjust instruction.
C. Use assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to
set personal goals for learning.
D. Evaluate the effect of class activities on individuals and on groups through
observation of classroom interaction, questioning, and analysis of student work.
E. Maintain useful records of student work and performance and can
communicate student progress knowledgably and responsibly.
F. Solicit information about students’ experiences, learning, behavior, needs, and
progress from parents, other colleagues and students.

Directions to the Student

The technology assessment plan represents a chance for students to describe
specifically how they plan to use technology, in its many forms, to support
assessment of their teaching and their students’ learning. Specifically, these plans
draw on published research and learning theories to focus on how technology can
be used to assess student learning data for content and technology skills, and
apply multiple forms of assessment.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from
the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored.
When a rubric is completed in LiveText, a percentage may appear within the
rubric. This percentage will not be regarded by the College of Education and is no
reflection of the Grand Valley student’s grade or performance within the course. It
is a result of assigning numeric values to the columns of the rubric. This
numbering generates numeric data for the College of Education to inform us of
areas within our courses that we need to improve in the future. Likewise, LiveText
provides instructors with a grading tool to grade assignments in LiveText. The
College of Education asks faculty not to use this tool, as official grades are
currently managed through Banner. Any grade shown in LiveText is non-official
and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same
as a course grade. Rather, an assessment is a learning tool that demonstrates
students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

## Curriculum Materials

<table>
<thead>
<tr>
<th></th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall quality</strong></td>
<td>(1,000, 16%)</td>
<td>(2,000 pts)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
</tr>
<tr>
<td></td>
<td>Materials have few (less than 3) spelling, grammar or punctuation errors</td>
<td>Materials have some (between 3 and 6) spelling, grammar or punctuation errors</td>
<td>Materials have many (more than 6) spelling, grammar or punctuation errors</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Student performance and progress measured</strong></td>
<td>(1,000, 16%)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
<td>(1,000 pt)</td>
</tr>
<tr>
<td></td>
<td>INTASC-2013.6</td>
<td>ISTE-NETS-C.2.g</td>
<td>Assessment and evaluation methods are used to analyze student performance and progress with available technology</td>
<td>Assessment and evaluation methods are used to analyze student performance or progress with available technology</td>
</tr>
<tr>
<td><strong>Technology competencies used to adapt instruction</strong></td>
<td>(1,000, 16%)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
<td>(1,000 pt)</td>
</tr>
<tr>
<td></td>
<td>INTASC-2013.2</td>
<td>ISTE-NETS-C.2.g</td>
<td>Materials and activities consider students’ technology skills or competencies and adjust instructional plans and activities accordingly</td>
<td>Materials and activities consider students’ technology skills or competencies, but do not adjust instructional plans and activities accordingly</td>
</tr>
<tr>
<td><strong>Descriptions of data collection and analysis used to adapt instruction</strong></td>
<td>(1,000, 16%)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
<td>(1,000 pt)</td>
</tr>
<tr>
<td></td>
<td>INTASC-2013.6</td>
<td>ISTE-NETS-C.2.g</td>
<td>Plans for activities demonstrate how data gathered and analyzed for assessment are used to adapt instruction or curriculum to maximize student learning</td>
<td>Plans for activities do not demonstrate how data gathered and analyzed for assessment or are used to adapt instruction or curriculum to maximize student learning</td>
</tr>
<tr>
<td><strong>Alignment with subject area and technology standards</strong></td>
<td>(1,000, 16%)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
<td>(1,000 pt)</td>
</tr>
<tr>
<td></td>
<td>(1,000, 16%)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
<td>(1,000 pt)</td>
</tr>
<tr>
<td></td>
<td>INTASC-2013.6</td>
<td>ISTE-NETS-C.2.g</td>
<td>Materials and activities are clearly aligned with subject area and technology standards</td>
<td>Materials and activities are aligned with subject area or technology standards</td>
</tr>
<tr>
<td><strong>Assistive technology considered and used as available</strong></td>
<td>(1,000, 16%)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
<td>(1,000 pt)</td>
</tr>
<tr>
<td></td>
<td>(1,000, 16%)</td>
<td>(1,000 pt)</td>
<td>(0,000 pt)</td>
<td>(1,000 pt)</td>
</tr>
<tr>
<td></td>
<td>INTASC-2013.6</td>
<td>ISTE-NETS-C.2.g</td>
<td>Materials and activities describe in depth how specific assistive technologies can be used to adapt</td>
<td>Materials and activities consider available assistive technology but are not specific to students’ needs</td>
</tr>
<tr>
<td>INTASC-2013.1</td>
<td>instruction to support students' with special needs</td>
<td>instruction to support students' with special needs</td>
<td></td>
<td></td>
</tr>
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</table>

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<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using technology for collection, analysis and &amp; interpretation</strong> <em>(1,000, 14%) ISTE-NETS-C.2.h</em></td>
<td>Plan addresses use of technology resources to collect, analyze assessment data, and interpret the results</td>
<td>Plan addresses use of technology resources to collect and analyze assessment data</td>
<td>Plan addresses use of technology resources to collect assessment data</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Description of plans for communication</strong> <em>(1,000, 14%) INTASC-2013.6</em></td>
<td>Plan describes how technology can be used to communicate assessment results to parents and administrators</td>
<td>Plan describes how technology can be used to communicate assessment results to parents or administrators</td>
<td>Plan does not describe how technology can be used to communicate assessment results to parents or administrators</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Use of multiple methods of evaluation</strong> <em>(1,000, 14%) INTASC-2013.6 ISTE-NETS-C.2.g</em></td>
<td>Plan applies multiple methods of evaluation to examine students’ use of technology for learning, communication and productivity</td>
<td>Plan applies multiple methods of evaluation to examine students’ use of technology for learning, communication or productivity</td>
<td>Plan applies a single method of evaluation to examine students’ use of technology for learning, communication or productivity</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Available technology supports students with special needs</strong> <em>(1,000, 14%) INTASC-2013.1 ISTE-NETS-C.3.d</em></td>
<td>Plan considers how available technology can be adapted to meet the needs of students with different abilities, as well as ESL students</td>
<td>Plan considers how available technology can be adapted to meet the needs of students with different abilities, or ESL students</td>
<td>Plan does not consider how available technology can be adapted to meet the needs of students with different abilities, or ESL students</td>
<td>Unacceptable</td>
</tr>
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<td><strong>Assistive technology resources considered in plan</strong> <em>(1,000, 14%) INTASC-2013.1 ISTE-NETS-C.3.d</em></td>
<td>Plan identifies available assistive technology (AT) hardware and software within the classroom, as well as lab settings within the building, and support services available</td>
<td>Plan identifies two (2) of the following: assistive technology (AT) hardware and software within the classroom, or lab settings within the building, or support services available</td>
<td>Plan identifies one (1) of the following: assistive technology (AT) hardware and software within the classroom, or lab settings within the building, or support services</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Electronic grading software considered in</strong></td>
<td>Plan considers availability and use of electronic grading software and parental</td>
<td>Plan considers either of the following: availability and use of electronic grading</td>
<td>Plan does not consider availability and use of electronic grading software and</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Plan</td>
<td>access to student grades and assignments via the Web</td>
<td>software or parental access to student grades and assignments via the Web</td>
<td>parental access to student grades and assignments via the Web</td>
<td></td>
</tr>
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<td>Plan contains many (between 6 and 8) spelling, grammar, or punctuation errors</td>
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