

# Tools for the Development of Instruction: Final Project Rubric Review

## Design – 10 Points

<b>Effectiveness of Design</b> - Headings or font characteristics should be used to indicate the hierarchy on the page. Indents, headings, blank lines, and other spacing should be used in such a way as to make the pages easy to read and understand.		
The hierarchy of the page is clearly evident at first glance. Related materials are clearly grouped in a logical relationship. The method of organizing information is evident and consistently employed.	Page sections are clearly delineated. Some level of hierarchy or chunking of related materials is evident.	There is no evidence that the use of headings, font characteristics, or spacing was used to make the pages easy to use.
The home page will clearly show the intent of the website and its layout as seen in the sidebar. Each subsequent page will have a layout with consistent Fonts and Font sizes. The order of delivery will be the same for each section of the website.		

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**Navigation and Flow** - Verbiage used as hyperlinks clearly conveys the purpose of the hyperlink (i.e. – “teacher resources” as opposed to using “click here”). When images are used as hyperlinks, a text version of the same hyperlink is also included. A convenient system of navigating between pages has been employed. All links function (open in new window, download, etc.) according to a consistent scheme that can be described.

Verbiage used in hyperlinks is always clear and intuitive. Navigation in addition to default navigation has been employed where useful. Links between pages are employed in an effective and consistent manner. Resources open/download in a consistent manner that can be articulated.

Verbiage used in hyperlinks is generally clear with a few exceptions. Outside sites open in a new window.

Verbiage used in hyperlinks is vague or confusing. Images are used as hyperlinks without associated text link option.

Descriptive words will be used to identify all links. There will be multiple and consistent ways to navigate between pages in the site and outside the site. All resources will open or download in the same way.

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<b>Mechanical/Technical Aspects</b> - Images and/or video clips load correctly. Hyperlinks function correctly. Spelling and grammar are correct on all pages.		
All links and images function correctly.	All links and images function correctly. No more than two spelling or grammatical errors occur throughout the site.	Two or more links, videos or images do not load correctly. Spelling and or grammatical errors occur on a number of pages throughout the site.
I will check to be sure that all links open correctly, consistently (to a new tab if outside source). Spelling and Grammar will be checked to insure accuracy		

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**Required Elements** - All html pages must include information to identify the author, an email link to the author, last updated information, and a disclaimer. Any graphic obtained from an outside source must be sourced at the bottom of the page on which it is used. Additional resources are sourced on a credits page.

All properties are included on all pages. Images are sited on the page used and are in APA format.

The web site has no more than 5 missing properties. Sources are sited but format is incomplete.

Many pages are missing the required properties.

All pages (so far) have the required common information of author, email, last update, and disclaimer. Graphics and other resources used will be cited at the bottom of the page.

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<p><b>Effectiveness of Home Page</b> - The home page provides a clear vision of the purpose of the web site. It draws the user in by appealing to the interests of the intended audience. The home page describes a compelling essential question.</p>		
<p>The purpose and essential question are included and well developed. They are related to issues larger than the site objectives and attempt to engage the user in an investigation of a complex and wide ranging issue. Verbiage draws user into a scenario or situation well suited to stimulating audience interest.</p>	<p>The purpose of the site and the essential question are stated but not developed. Some evidence exists that the page attempts to engage the audience by appealing to their interests.</p>	<p>Page lacks a clear description of either the purpose or the essential question addressed in the site.</p>
<p>Essential question and overview of the course with a diagram will draw in the faculty.</p>		

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## Content – 40 Points

<b>Scaffolding of Activities</b> - Activities are included that take the user from basic knowledge through the creation and evaluation of a new and unique construct. Activities are designed so that they provide the student with the appropriate support to successfully demonstrate mastery of the desired objectives. Formative and summative assessment elements are included in each activity to assess student progress as they move up the scaffold.		
Activities are present and clearly designed to take students from basic knowledge to higher-level skills. Checks for understanding are built in so the user and instructor can assess progress during each activity.	Activities are logically sequenced and build on prior skills. Each activity provides some knowledge or skill required to accomplish the next subsequent step.	Activities are unconnected / disjointed or do not build on each other. They do not, in and of themselves, provide the necessary knowledge/skills to accomplish subsequent tasks.
Activities range from knowledge to creation and are scaffolded throughout each unit to support the next step.		

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<b>Quality and Relevance of Resources</b> - A substantial number or outside resources are provided. They are age-appropriate and, in combination with original content, clearly and specifically support student mastery of project objectives throughout the scaffold.		
There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the expected outcomes. Every resource offers new information or a new connection to information to enhance meta-cognition. Outside resources compliment original content to provide the rich support for the mastery of each task.	There is some connection between the resources and the information needed for students to accomplish the desired outcomes. Some resources may not offer additional information to amplify student understanding or some desired outcomes may not be supported with either outside resources or original content.	Resources may not be present, may not be closely related to student tasks, or may not be sufficient for students to accomplish tasks involved in the project.
Resources provided are essential to the learning and to critical thinking as the learner moves along in the course.		

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<p><b>Quantity and Quality of Original Content</b> - Substantial original content has been created. It is well organized, age-appropriate, and in combination with outside resources clearly and specifically supports student mastery of project objectives throughout the scaffold</p>		
<p>Project contains substantial original content to augment and support outside resources. Original content is audience appropriate, well organized, and well written. It provides learning opportunities that exceeds those available through outside resources and inspires students to think outside the parameters of the tangible outcome.</p>	<p>Project contains some original content. Some creativity and/or original writing are included.</p>	<p>Project has minimal original content. All or most of the project is created from links to outside resources. Little creativity and/or original writing are included.</p>
<p>Knowledge based activities tend to be from outside sources. Application, analysis and synthesis are mostly collaborative and help teachers to grow in and change pedagogy in a way that cannot be obtained by a ready-made resource. Content will be organized and well written.</p>		

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**Process/Differentiation of Activities** - Student process in accomplishing desired outcomes should be clearly stated in age-appropriate language. All activities contain clear, concise directions that emphasize key objectives. Differentiation of instruction is clearly evident through three or more examples of activities that have been or could be modified to accommodate learners with differing needs.

Directions are accurate, explicit, clearly stated, and written in age-appropriate language. Three or more examples of differentiated activities and/or student outcomes are clearly evident.

Each step of process is clearly stated in proper sequence so that needed knowledge/skills would logically be acquired by the user. Minimal choices for differentiation.

Activity or process is not clearly stated. It may assume steps or be poorly sequenced. No option for differentiated outcomes.

Differentiation will be rooted in the structure of the Technology Competencies for teachers as they find where they are and what their next steps will be. Collaboration will take each teacher from where they are to the next step.

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**Teacher Created Student Model** - With the exception of activities that focus on the lower level skills of knowledge and comprehension, each activity in the scaffold should include a model that illustrates mastery of the desired objectives. Attention should be drawn to the key elements of the model that prove mastery.

Models of completed student activities are present and clearly illustrate mastery of desired objectives. Model is an excellent example of constructivist thinking and should compel students to produce similar work.

At least one model of student projects is included. Models of some higher-level activities are missing or incomplete.

No student models are included.

Observation of colleagues as models will serve to illustrate mastery.

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**Method of Assessment** - Assessment checkpoints are included for each activity within the scaffold. These assessment tools are available to students throughout the project and instruct students in the completion of the project at a high level.

<p>Rubrics or other outcome measures are present for each activity, are clearly written and easy to understand, and provide superior ongoing formative assessment to the student. The standards against which the student outcomes are measured are set high and are embrace the concepts of meta-cognition and constructivist thinking.</p>	<p>Rubrics or other outcome measures are present for most activities, are targeted to project objectives, and generally provide students with information to help them identify and pursue project objectives.</p>	<p>Rubrics or outcome measures are missing, incomplete, unclear and/or are too rigid to serve as good instructional tools. They don't allow for differentiation or for constructivist thinkers to create unique products.</p>
<p>Informal rubrics will be provided for each activity in order to insure success and learning.</p>		

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**Pedagogy/Citations** - The project includes citations in correct APA format for all graphic elements or other outside resources contained within your site. These resources will be cited in appropriate locations as described in the rubric. One page will be set aside for references to and discussion of the pedagogy utilized in your site including such elements as: Booms Taxonomy, multiple intelligences, learning styles, brain-based learning, differentiation of instruction, essential questions, correlation to standards, and other elements of pedagogy.

All citations are included, are in their proper location, are in appropriate format, and are cited correctly. A thorough analysis of pedagogical elements of the project is included in a "teacher's page."

Citations included and generally follow APA guidelines. Some reference to pedagogy included on a "teacher's page."

No citations included or citations are not in the appropriate format. References to a pedagogical perspective of the project are not included.

Citations will be included on each page in situ, cited according to APA standards. Pedagogical elements will be described in the Administrator Info page.

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<b>Student Outcome</b> - Student outcomes for each activity are clearly referenced to New Jersey Core Curriculum Content Standards or other appropriate standards.		
Student outcomes or tasks are referenced to standards and are clearly connected to what students must know and be able to do to achieve proficiency of those standards.	Standards are referenced but student outcomes are not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	Student outcomes or tasks are not related to standards.
Each outcome or standard will be referenced to the ISTE standards and the ECS Technology Competencies and their connection to the tasks and assessments will be clear.		