

Assessment Rubric

Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)	Score
Consistently and creatively attends to developmental needs and student diversity	Shows adequate attention to developmental needs and student diversity	Shows moderate attention to developmental needs and student diversity	Shows weak attention to developmental needs and student diversity	
Applies current research and theory when planning technology-rich learning activities	Mentions current research and theory when planning technology-rich learning activities	Gives minimal attention to current research and theory when planning technology-rich learning activities	Does not utilize conclusions from current research and theory when planning technology-rich learning activities	
Consistently demonstrates critical thinking in selecting software	Shows some critical thinking in selecting software	Shows minimal critical thinking in selecting software	Rationale for selecting software is weak, lacking evidence of critical analysis	
Anticipates technology-related classroom management issues and plans multiple courses of action	Anticipates technology-related classroom management issues and plans a course of action	Anticipates technology-related classroom management issues but does not plan alternative actions	Does not anticipate technology-related classroom management issues and does not plan alternative actions	
Plans multiple strategies to facilitate students' higher-order thinking, critical thinking about electronic information, ethical sensitivity, and technical skills	Plans some strategies to facilitate some of the following: students' higher-order thinking, critical thinking about electronic information, OR technical skills	Plans strategies to facilitate only technical skills or is focused on only one aspect of technology use	Planning is inconsistent and does not cover any strategy well.	
			Total:	