

## Grading Rubrics

Learning Activity Rubric				
	Basic	Improving	Competent	Excellent
Standards	Limited referencing of standards.	References some national and state standards for technology and the curriculum	References national technology standards and state curriculum standards	Comprehensively references national technology standards and state curriculum standards
Curriculum	Focuses on technology with some benefit to the curriculum	Mixed focus on technology and the curriculum Emphasis is on students learning the technology and the curriculum. Technology does not support the curriculum.	Mixed focus on technology and the curriculum with technology used to support the curriculum Emphasis is on students learning the curriculum and the technology. Technology appropriately supports the curriculum.	Focuses on the curriculum with technology used to support the curriculum Emphasis is on students learning the curriculum. Clearly uses technology that appropriately supports curriculum learning goals.
Technology	Technology is used to do something that could be done just as well or better without it	Technology is used to do something that could be done before but slightly better	Technology is used to do something that could be done before but somewhat better	Technology is used to do something that couldn't be done without it or to do something that could be done without it, but significantly better

Tools and resources	A limited tools and resources section is included	A limited list of technology and non-technology tools and resources is included and is appropriate for the learning activity	A list of technology and non-technology tools and resources is included and is appropriate for the learning activity	A comprehensive list of technology and non-technology tools and resources is included and ties directly to the learning activity
Learning Activity	The learning activity is an isolated lesson	The learning activity covers more than one day of instruction.	The learning activity is used to sustain interest and promote learning over the course of several days.	The learning activity is used to sustain interest and promote the use of higher-order thinking skills over the course of several days of instruction.
Assessment	Assessment is discussed with some indication of how learning will be assessed	A brief overview of how learning will be assessed is included	A clear plan of assessment is included	A clear plan of assessment is included that ties directly to the objectives and standards
Examples	Examples meet technology requirements but are poor examples for students	Examples are given that meet the technology requirements.	Complete examples are included that meet the technology requirements.	Complete examples are included that give students a clear understanding of your expectations and effectively meet the technology requirements
Professional Presentation	Grammar, spelling, and usage errors are found consistently throughout the project and work is somewhat sloppy.	Grammar, spelling, and usage are errors are common, and the work is mostly professionally presented.	Correct grammar, spelling, and usage are generally used in the project, and all work is fairly professional.	Correct grammar, spelling, and usage are consistent throughout the project in all written work, and all work is presented in a professional manner.

References	Failure to cite sources is plagiarism and will result in an F for the course.	All sources of information are cited.	All sources of information are cited using correct APA style.
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Newsletter/Brochure Technical Requirements Rubric				
	Basic	Improving	Competent	Excellent
Layout	Newsletter/brochure is less than two pages and is spread out to take up space.	Newsletter/brochure is less than two pages.	Newsletter/brochure is less than two pages or material is spread out too much to take up space.	Newsletter/brochure is two or more pages. If a shorter example is appropriate, more than one example is included.
Page Numbers (newsletters only)	Page numbers are not included.	Some page numbers are missing.	Page numbers are included on all pages including the first.	Page numbers are included on all pages except the first.
Pictures and Graphics	One or two minimally-related pictures are used.	A few pictures or graphics are used with some relevance to the content.	Pictures and graphics are used to create an interesting visual display.	Appropriate pictures and graphics are used to create an interesting visual display and to enhance the content.
Title, Banner, and Headings	Text is plain with limited effects.	Textual effects are overused with inconsistent headers and font/style changes for no apparent reason	An interesting title page or banner is created with appropriate textual effects used throughout the brochure.	Interesting and consistent textual effects are used for brochure title page or newsletter banner, for article headings, and for other purposes
Professional Presentation	The page looks sloppy including textual and graphic elements that are not lined up.	Most graphic and textual elements are lined up.	Almost all graphic and textual elements are lined up.	The page is professionally presented with all graphic and textual elements appropriately lined up, and tabs and/or tables are used to line up text within an article.

Spreadsheets/Database Technical Requirements Rubric				
	Basic	Improving	Competent	Excellent
Queries (for databases only)	Database includes one query.	Database includes at least two different kinds of queries.	Database includes at least three queries, including at least one that calculates, one that sorts, and one that selects.	Database includes at least five queries, including at least one that calculates, one that sorts, and one that selects.
Charts and Graphs (for spreadsheets only)	No graph or chart is included.	Spreadsheet includes at least one graph or chart.	Spreadsheet includes at least one graph or chart that is related to the data. Graph or chart is labeled.	Spreadsheet includes at least one graph or chart that shows information better than could be shown in the spreadsheet itself. Graph or chart includes labeled axes and a label for the graph or chart.
Summary Statistics (for spreadsheet only)	The spreadsheet does not include any summary statistics.	The spreadsheet includes at least one cell that summarizes data for the overall spreadsheet.	The spreadsheet includes at least one summary statistic, such as overall averages, for each column.	The spreadsheet includes at least three different kinds of summary statistics, such as overall averages, for each column.

Size (Note: in many cases a smaller spreadsheet or database is appropriate; consider using more than one smaller spreadsheet or database)	The database has at least 3 fields and 5 records, or the spreadsheet includes 3 columns and 5 rows, or coherent justification is written for why the data has naturally fewer than these numbers	The database has at least 5 fields and 10 records, or the spreadsheet includes 5 columns and 10 rows, or coherent justification is written for why the data has naturally fewer than these numbers.	The database has at least 8 fields and 15 records, or the spreadsheet includes 8 columns and 15 rows, or coherent justification is written for why the data has naturally fewer than these numbers.	The database has at least 10 fields and 25 records, or the spreadsheet includes 10 columns and 25 rows, or coherent justification is written for why the data has naturally fewer than these numbers (e.g., professional basketball teams only have 12 players, so you might be hard-pressed to include more than 12 records/rows for individual statistics)
Calculations	At least one different calculation is performed.	At least two different individual calculations are performed.	At least three different individual calculations are performed.	At least three different individual calculations (on individual records or rows) are performed, including one simple arithmetic calculation and one more complex calculation (such as converting a number to a letter grade).
Data Types for Fields or Cells	Some fields or cells are of the correct type to hold the data that is in them.	Most fields or cells are of the correct type to hold the data that is in them.	Most fields or cells are of the correct type to hold the data that is in them, with numbers rounded to a reasonable number of decimal places.	All fields or cells are of the correct type to hold the data that is in them, with numbers rounded to a reasonable number of decimal places.

Column Width		Some columns are the exact right width to see the data that is in them without extra white space.	Most columns are the exact right width to see the data that is in them without extra white space.	All columns are the exact right width to see the data that is in them without extra white space.
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Web Page Technical Requirements Rubric

	Basic	Improving	Competent	Excellent
HTML Tags	More than a few tag errors are included or more than two impact the appearance of the page	A few tag errors are included, and one or two impact the appearance of the page.	A few tag errors are included, but they do not impact the appearance of the page.	All tags are used correctly throughout the document.
Page or Site		The web site consists of a single page.	The web site consists of two or more pages, but the pages are not hyperlinked to one another.	The web site consists of two or more interlinked pages.
Title		No pages have titles.	At least one page has an appropriate title at the top using the <TITLE> tag.	Each page has an appropriate title at the top using the <TITLE> tag.
Tables and Lists	No tables or lists are included.	The page includes at least one list and no tables.	The page includes at least one table and no lists.	The page includes at least one table and one list.
Hyperlinks	Includes at least one external hyperlink to related pages.	Includes at least three external hyperlinks to related pages.	Includes at least five external hyperlinks to related pages.	Includes at least ten external hyperlinks to related pages.
Graphics	Includes at least one picture.	Includes at least two pictures.	Includes at least three pictures.	Includes at least three pictures that will be lined up appropriately on the screen with varying screen/window sizes.

Clickable Email	Email addresses are not included.	Contains clickable email addresses for at least one member of the group, but a coding error makes it not work.	Contains working clickable email addresses for at least one member of the group.	Contains working clickable email addresses for each member of the group.
Professional Presentation	Several grammar, punctuation, and spelling errors are present, and the layout of the page is simplistic, needing extra features to make it look professional.	The page is generally professional, but some elements that could be lined up with features such as tables are not. Some grammar, spelling, and punctuation errors are present.	The page is generally professional, but some elements that could be lined up with features such as tables are not. Correct grammar, spelling, and punctuation are used throughout.	The page is not necessarily fancy but looks professional with elements lined up appropriately (possibly using tables), graphics appropriate to the content, and correct grammar, spelling, and punctuation.

PowerPoint Technical Requirements Rubric

	Basic	Improving	Competent	Excellent
Length (Note: if your students are creating a smaller presentation, consider creating more than one presentation, such as one example, one template, and one description of the process)	The presentation contains at least 3 slides.	The presentation contains at least 5 slides.	The presentation contains at least 10 slides.	The presentation contains at least 15 slides.
Professional Presentation	The presentation contains a title slide and bullet list slides with extra information crammed on each slide, and has several grammar, spelling, and punctuation errors.	The presentation includes some different types of slides but mostly title and bullet list, generally follows the 7 x 7 rule of thumb with extra information crammed on several slides, and has correct grammar, spelling, and punctuation with a few scattered errors.	The presentation includes a variety of different types of slides that generally match the content, mostly follows the 7 x 7 rule of thumb with a bit of extra content crammed on some slides, and has correct grammar, spelling, and punctuation.	The presentation is not necessarily fancy but looks professional, includes a variety of different types of slides that match the content, follows the 7 x 7 rule of thumb, and has correct grammar, spelling, and punctuation.
Educational Context		The presentation is used to present information to the class related to the learning activity.	The presentation is a simplistic example for students to follow or is designed for the teacher to present important content information to the class.	The presentation is an example for students to follow as they create similar presentations that are an integral part of the learning activity.

Interactive Multimedia	The presentation is linear with only text and a few graphics.	The presentation is mostly text but includes some sound, music, graphics, pictures, and/or video.	The presentation takes full advantage of the multimedia aspects of PowerPoint, including most of the following: text, sound, music, graphics, pictures, and video. It is generally a linear presentation but includes at least one link to a web page and one link to another slide.	The presentation takes full advantage of the multimedia aspects of PowerPoint, including most of the following: text, sound, music, graphics, pictures, and video. It also is not linear and includes the following interactive elements: hyperlinks to web pages and hyperlinks to other slides.
Engaging			You have included information about how your presentation is a better way to present information than traditional means.	You have included information (such as a separate paragraph) about how your presentation will engage and/or interact with your students rather than bore them with a flashy lecture.
References	Failure to cite your sources is plagiarism.	You have provided citations of all resources used to create the stack.	The presentation includes a separate slide (or slides) with the names of the people who worked on the presentation and citations of all resources used to create the presentation.	The presentation includes a separate slide (or slides) with the names of the people who worked on the presentation and complete citations of all resources used to create the presentation.

Working components	Many components do not work properly.	More than one component does not work properly.	One component, such as a button or hyperlink, does not work properly.	All parts of the presentation do what they are supposed to do, including buttons and hyperlinks that are properly linked.
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**HyperStudio Technical Requirements Rubric**

	Basic	Improving	Competent	Excellent
Length	The stack contains at least 3 slides/cards.	The stack contains at least 5 slides/cards.	The stack contains at least 10 slides/cards.	The stack contains at least 15 slides/cards.
Professional Presentation	The stack looks cramped and has several grammar, spelling, and punctuation errors.	The stack looks cramped making it hard to follow what to look at on each card and has correct grammar, spelling, and punctuation with a few scattered errors.	The stack looks professional with a bit of extra content crammed on some cards, and has correct grammar, spelling, and punctuation.	The stack is not necessarily fancy but looks professional, matches the layout of the slides to the content, and has correct grammar, spelling, and punctuation.
Educational Context		The stack is used to present information to the class related to the learning activity.	The stack is a simplistic example for students to follow or is designed for the teacher to present important content information to the class.	The stack is an example for students to follow as they create similar presentations that are an integral part of the learning activity.
Interactive Multimedia	The stack is linear with only text and a few graphics.	The stack is mostly text but includes some sound, music, graphics, pictures, animation, and/or video.	The stack takes full advantage of the multimedia aspects of PowerPoint, including most of the following: text, sound, music, graphics, pictures, animation and video. It is generally a linear presentation but includes at least one hyperlink.	The stack takes full advantage of the multimedia aspects of PowerPoint, including most of the following: text, sound, music, graphics, pictures, animation, and video. It also is not linear using hyperlinks appropriately.

Engaging			You have included information about how your presentation is a better way to present information than traditional means.	You have included information (such as a separate paragraph) about how your presentation will engage and/or interact with your students rather than bore them with a flashy lecture.
References	Failure to cite your sources is plagiarism.	You have provided citations of all resources used to create the stack.	The stack includes a separate card (or cards) with the names of the people who worked on the stack and citations of all resources used to create the stack.	The stack includes a separate card (or cards) with the names of the people who worked on the stack and complete citations of all resources used to create the stack.
Working components	Many components do not work properly.	More than one component does not work properly.	One component, such as a button or hyperlink, does not work properly.	All parts of the stack do what they are supposed to do, including buttons and hyperlinks that are properly linked.

**Web Resources Technical Requirements Rubric**

	Basic	Improving	Competent	Excellent
Resources		Some reviewed sites are of high quality and important resources for your project.	Most reviewed sites are of high quality and important resources for your project.	All reviewed sites are of high quality and important resources for your project.
Number of Web Resources	At least 10 sites are included in your project with one-line descriptions of the sites.	At least 15 sites are included in your project with one-line descriptions of the sites.	At least 15 sites are included in your project with one-paragraph descriptions of the sites.	At least 20 sites are included in your project with one-paragraph descriptions of the sites.
Correct URLs	More than three URLs are incorrect.	Two or three URLs are incorrect.	One URL is incorrect.	All URLs (web addresses) for sites reviewed are included in the resources list of your learning activity and have been checked carefully for accuracy (consider using copy and paste to paste the addresses into your word processor directly from your browser).
Professional Presentation	The descriptions contain several grammar, punctuation, and spelling errors.	All descriptions are neatly and professionally presented with more than two grammar, punctuation, and spelling errors.	All descriptions are neatly and professionally presented with one or two grammar, punctuation, and spelling errors.	All descriptions are neatly and professionally presented, using correct grammar, punctuation, and spelling.
Screen shot		No pictures or printouts of web sites are included but at least one site is quoted.	A printout of at least one web site is included.	A picture of at least one site is included as a screen shot taken from the browser.

Original and Relevant Descriptions	Copying in part or in whole from someone else's work (including but not limited to a search engine summary) will be considered plagiarism.	Brief descriptions of sites are your own and not taken from some other source (such as the summary in a search engine), showing evidence that you have visited the site.	Brief descriptions of sites are your own and not taken from some other source (such as the summary in a search engine), showing evidence that you have visited the site. Descriptions include information that relates to the learning activity.	Brief descriptions of sites are your own and not taken from some other source (such as the summary in a search engine), showing evidence that you have visited the site. Descriptions include information that relates to the learning activity as well as judgment of the quality of the site (possibly based on web site evaluation criteria).
Organization	Resources are not in any useful order.	Resources are listed alphabetically.	Resources are organized in some way that is not related to the project.	Resources are organized in some way that is appropriate to the project (e.g., divided by teacher, parent, and student resources; divided by sub-topics; divided by grade level; divided by quality).