

**Tech Planning Paper Rubric
ET680**

	Developing	Proficient	Distinguished
Process	Focuses on the product rather than the process	Describes a process that could be followed to begin the planning process	Articulates a clear process from one or more of the class readings that could be followed to begin the planning process while mentioning key parts of the plan
Buy-in	Does not discuss the need for buy-in	Refers to vision and buy-in without a clear plan for achieving it	Lays out a clear plan of action for creating a process that will attempt to achieve a shared vision of technology in the school and buy-in from the stakeholders
Technology Committee and Stakeholders	Does not discuss the role of the technology committee or stakeholders	Mentions the technology committee	Incorporates key aspects from the Technology Committee and Stakeholders Mini-Paper that demonstrate the role of others in the process
Example Plans	Refers to fewer than two example plans	Briefly refers to two or more example plans	Refers to two or more example plans and describes the positive and negative features of each
Current Situation	Refers to the current situation but is a generic process that could apply to all schools	Bases the process on your current situation but does not refer to details of your school.	Bases the process on your current situation, including details about what will work in your school and existing documents, such as curriculum guides and/or current tech plan
Mechanics	Contains many grammar, spelling, and/or usage errors or is clearly stretching to fill space	Contains a few grammar, spelling, and/or usage errors or is too long or too short	Contains correct grammar, spelling, and usage throughout and is 5-10 pages with 12-point font, double-spaced, and numbered pages