

Lesson Plan Scoring Guide



	Exemplar 5	Not Quite Exemplar 4	Developed 3	Not Quite Developed 2	Limited 1	Not in Place 0	TOTAL POINTS
Standards / Learning Objectives	<ul style="list-style-type: none"> Curriculum standards and learning objectives are specific and focused, intentionally driving the use of technology. Curriculum linking creates unique content learning benefits. Content learning experiences/benefits are extended and would be impaired or impossible without the use of technology. 	<ul style="list-style-type: none"> Curriculum standards and learning objectives correlated to technology uses. Curriculum linking adapts / varies present student learning or work. Content learning experiences/benefits are enhanced but possible without the use of technology. 	<ul style="list-style-type: none"> Curriculum standards and learning objectives correlated to technology uses. Curriculum linking provides "topics" for technology skills / uses. Content learning incidental – student uses primarily to learn / practice technology skills. 	<ul style="list-style-type: none"> Curriculum standards and learning objectives correlated to technology uses. Curriculum linking provides "topics" for technology skills / uses. Content learning incidental – student uses primarily to learn / practice technology skills. 	<ul style="list-style-type: none"> Curriculum standards and learning objectives correlated to technology uses. Curriculum linking provides "topics" for technology skills / uses. Content learning incidental – student uses primarily to learn / practice technology skills. 	<ul style="list-style-type: none"> No demonstration of curriculum standards and learning objectives connected to the use of technology. Curriculum linking is not evident. Content learning not an organized focus - technology uses mostly supplemental or to provide fun / motivation activities. 	X ___ = ___ ___
Curriculum Linking w/ Technology Uses	<ul style="list-style-type: none"> Cognitive task requires synthesis and evaluation of information, going beyond existing knowledge to create own original positions / products / concepts – work is generative or creating knowledge useful for others outside school. 	<ul style="list-style-type: none"> Cognitive task requires recalling and recapping existing knowledge – work is additive (go find out and tell me back) and focused primarily on a demonstration of understanding for creator and classmates. 	<ul style="list-style-type: none"> Cognitive task limited to practicing and demonstrating technical skills – useful and beneficial to creator. 	<ul style="list-style-type: none"> Cognitive task limited to practicing and demonstrating technical skills – useful and beneficial to creator. 	<ul style="list-style-type: none"> Cognitive task limited to practicing and demonstrating technical skills – useful and beneficial to creator. 	<ul style="list-style-type: none"> Technology use represents a fun and motivating task. 	X ___ = ___ ___
Cognitive Tasks	<ul style="list-style-type: none"> Student work assessed by panel of peers or external audience for in-depth content as well as the craftsmanship of effective, appropriate use of technology to promote / communicate the learner's acquired expertise. Students self-designed assessment tools 	<ul style="list-style-type: none"> Student work assessed primarily topical content and technical aspects. Students co-partners with teacher and classmates in designing assessment tools 	<ul style="list-style-type: none"> Student work assessed primarily on technical aspects of student produced work. Students informed / guided by an assessment tool designed by teacher 	<ul style="list-style-type: none"> Student work assessed primarily on technical aspects of student produced work. Students informed / guided by an assessment tool designed by teacher 	<ul style="list-style-type: none"> Student work assessed primarily on technical aspects of student produced work. Students informed / guided by an assessment tool designed by teacher 	<ul style="list-style-type: none"> No assessment evident other than completion of task / project. 	X ___ = ___ ___
Assessment Practices	<ul style="list-style-type: none"> Extensive preparation expected (i.e. questioning, story-boarding, mind-mapping, outlining) Students are expected to develop own critical questions / topics as well as access/ assess own appropriate credible resources. 	<ul style="list-style-type: none"> Adequate preparation expected. Teacher organizes topics and identifies multiple resources for students to use. 	<ul style="list-style-type: none"> At least one preparation task expected. Single topic and / or resource identified and assigned by teacher for student use. 	<ul style="list-style-type: none"> At least one preparation task expected. Single topic and / or resource identified and assigned by teacher for student use. 	<ul style="list-style-type: none"> At least one preparation task expected. Single topic and / or resource identified and assigned by teacher for student use. 	<ul style="list-style-type: none"> Preparation tasks weak or missing. No resource or background information gathering identified or expected. 	X ___ = ___ ___
Preparation for Learning tasks	<ul style="list-style-type: none"> Transforming uses of technology. Task creates new learning stories reflecting original thought now possible with new tools. 	<ul style="list-style-type: none"> Adapting uses of technology. Task creates same learning stories enhanced with new tools. 	<ul style="list-style-type: none"> Literacy uses of technology. Task creates stories about learning or practicing technology skill. 	<ul style="list-style-type: none"> Literacy uses of technology. Task creates stories about learning or practicing technology skill. 	<ul style="list-style-type: none"> Literacy uses of technology. Task creates stories about learning or practicing technology skill. 	<ul style="list-style-type: none"> Technology uses are primarily organized as alternative or supplemental activities at this time. Task creates no learning stories outside of fun and motivating experiences. 	X ___ = ___ ___
Technology Use	<ul style="list-style-type: none"> Transforming uses of technology. Task creates new learning stories reflecting original thought now possible with new tools. 	<ul style="list-style-type: none"> Adapting uses of technology. Task creates same learning stories enhanced with new tools. 	<ul style="list-style-type: none"> Literacy uses of technology. Task creates stories about learning or practicing technology skill. 	<ul style="list-style-type: none"> Literacy uses of technology. Task creates stories about learning or practicing technology skill. 	<ul style="list-style-type: none"> Literacy uses of technology. Task creates stories about learning or practicing technology skill. 	<ul style="list-style-type: none"> Technology uses are primarily organized as alternative or supplemental activities at this time. Task creates no learning stories outside of fun and motivating experiences. 	X ___ = ___ ___