



Fourteen A: Participatory Environment Analytical Scoring Guide

Student Product: _____

		4 Include Items	3 - Developed	2 Include Items	1 - Limited	0	TOTAL POINTS – COMMENTS
Preparation Process	<p>a. Clear and relevant purpose for environment evident</p> <p>b. Extensive preparation tasks organize the environment effectively (e.g. story boarding, outlining, note-taking)</p> <p>c. Team collaboration successful with all members taking responsibility for a unified project</p> <p>d. Diverse and appropriate resources used to develop rich, vigorous experiences for others</p>	<p>a. Purpose for environment partially evident or implied</p> <p>b. Adequate preparation tasks but environment lacking robust organization</p> <p>c. Team collaboration attempted - most members contribute to a general unified project</p> <p>d. Adequate and appropriate resources used to develop interesting experiences for others</p>	<p>a. Purpose unclear beyond creating entertainment and technical experiences</p> <p>b. Superficial cognitive interactive task(s) develop inadequate content or concepts; mostly use of technology for its own sake</p> <p>c. Participatory elements ineffective/limited understanding and capacity to make meaning</p> <p>d. Task(s) may be fun and motivating but do not sustain a thematic environment and/or substantial learning for others</p> <p>e. Majority of information/work not in author's own words. Citations not acknowledged</p> <p>f. Environment superficial and not likely to be beneficial or useful to others</p>	<p>___ X ___ pts = ___</p>			
	Content Knowledge	<p>a. Clearly stated purpose of what environment intends for others to do or learn</p> <p>b. Highly challenging cognitive interactive task(s) develop substantial content and concepts</p> <p>c. Participatory elements broaden understanding and capacity to make meaning</p> <p>d. Rich, intriguing and innovative task(s) create a consistent and engaging thematic learning environment of high interest for others</p> <p>e. Information/work entirely author's own words other than appropriate citations</p> <p>f. Engaging in this environment would greatly benefit others in their learning or understanding</p>	<p>a. Purpose implied</p> <p>b. Adequate cognitive interactive tasks develop content and concepts</p> <p>c. Participatory elements basic; supports some understanding and capacity to make meaning</p> <p>d. Adequate and appropriate task(s) created but do not sustain a consistent thematic learning environment for others</p> <p>e. Portions of information/work author's own words other than appropriate citations</p> <p>f. Environment adequate and useful to others for learning or understanding</p>	<p>a. Purpose unclear beyond creating entertainment and technical experiences</p> <p>b. Superficial cognitive interactive task(s) develop inadequate content or concepts; mostly use of technology for its own sake</p> <p>c. Participatory elements ineffective/limited understanding and capacity to make meaning</p> <p>d. Task(s) may be fun and motivating but do not sustain a thematic environment and/or substantial learning for others</p> <p>e. Majority of information/work not in author's own words. Citations not acknowledged</p> <p>f. Environment superficial and not likely to be beneficial or useful to others</p>	<p>___ X ___ pts = ___</p>		
User Content Contribution	<p>Generative, continual user contributions for information sharing, interpreting and reflecting that collaboratively evolves over time</p>	<p>Interactive - user contributions useful but not collaboratively with other users</p>	<p>Generative, continual user contributions for information sharing, interpreting and reflecting that collaboratively evolves over time</p>	<p>___ X ___ pts = ___</p>			
Format/Structure	<p>a. Complex environment design or an "open system" uses information from external links to outside resources as well as inside the computer or software product allowing users to explore/learn; obtained information; give feedback; work with collaborative problem challenges</p> <p>b. Overall structure coherent and well organized creating unity</p> <p>c. Strong, engaging linkage between all interactive tasks and purpose of environment</p> <p>d. Substantial resources from multiple external sources used to create depth, diversity and substantial value for others</p> <p>e. All sources are well documented</p>	<p>a. Basic environment design or a "closed system" uses information contained ONLY inside the computer or software product allowing users to explore/learn; obtained information; give feedback; work with problem challenges</p> <p>b. Overall structure reasonably organized but lacks consistent unity</p> <p>c. Linkage between most interactive tasks and purpose of environment adequate sources used to create interest for others</p> <p>e. Sources mostly documented</p>	<p>a. Taken environment design - superficial resources limit user options and participation</p> <p>b. Overall structure poorly organized</p> <p>c. Activities or tasks loosely linked with purpose lacking unity</p> <p>d. Resources weak or missing creating superficial experience and value for others</p> <p>e. Documentation of sources weak or missing</p>	<p>___ X ___ pts = ___</p>			

PART I: CONTENT COMMUNICATION