George Mason University
College of Education and Human Development
DESIGNING AND ASSESSING TEACHING AND LEARNING
EDUC 614
Fall 2009
Fairfax Cohort

Class Dates: Tuesday 10/20, 10/27, 11/03, 11/10, 11/17, 12/1, 12/8, 12/15

Class Time: 5:00 PM – 8:30 PM

Location: Fairfax High School
                  Rooms: N113, N 115

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Office Hours: By Appointment

I. COURSE DESCRIPTION:

This two-credit course explores the design and development of curricular, pedagogical, and assessment strategies that are effectively responsive to the needs and interests of students. It investigates the implications of a wide range of factors that affect teaching and learning, such as culture, politics, ethnicity, class, wellness, and gender. The course provides opportunities for studying the theoretical and practical arguments underpinning a variety of specific recommendations for improving teaching practice and student learning. In addition, the course will examine multiple ways of knowing that the academic disciplines, students, and teachers potentially bring to classrooms.

Prerequisite: Admission to Graduate School and ASTL

II. LEARNER OUTCOMES:

This course is designed to enable participants to:

  A. Study one's teaching with systematic inquiry to unlock the knowledge of practice and assess responsiveness to the needs and interests of a diverse population of learners, including adaptations for students by use of differentiated instruction.
  B. Examine different curricular frameworks to plan and deliver appropriate instruction, design valid assessment tasks and strategies, and ensure that curriculum, instruction and assessment are aligned with instructional objectives.
  C. Read, analyze, and reflect on course readings and assignments to examine influences on the processes of learning.

D. Use technology effectively to promote student learning and teacher's professional development.

III. RELATIONSHIP OF EDUC 614 TO ASTL PROGRAM GOALS AND NBPTS PROFESSIONAL ORGANIZATION:

EDUC 614 is one of the five courses in the 12-hour, year long ASTL CORE. It is aligned with the following GSE Priorities: Diversity and Equity; Children, Families, and Communities; High Standards and Research-Based Practices; and Effective Use of Technology. EDUC 614 is also aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do.* Specifically, this course is aligned with Proposition II: Teachers know the subjects they teach and how to teach them to students and Proposition III: Teachers are responsible for managing and monitoring student learning. The focus of EDUC 614 is to increase learners' ability to: 1: articulate, reflect on, and question how best to create and assess positive learning experiences appropriate for diverse student identities both collective and individual; and 2) effectively teach knowledge emanating from the various academic disciplines. This course provides opportunities for participants to challenge, hone, and refine their ability to create constructive learning environments and appropriate assessment strategies for children.

As a result of participating and completing the requirements for the course, participants will engage in these learning experiences:
- Analyze a current lesson plan and modify instructional design appropriately for inclusion of diverse learners and technology implications.
- Analyze current educational setting and practices by videotaping classroom interactions and synthesizing current research on effective instruction.
- Analysis of a variety of teaching scenarios focusing on various aspects related to effective teaching
- Responses in journal and Blackboard forums that will reflect learning, showing the ability to analyze teaching experiences and reflect upon those experiences in order to determine implications for future teaching.
- Initial design of an electronic portfolio.
  - Each learner will begin the creation of a *professional *electronic portfolio *comprised of selected and required ASTL course products with other selected additions* using KOMPOZER. For National Council of Accreditation of Teacher Education (NCATE) accreditation and program evaluation purposes, the Advanced Studies in Teaching and Learning program has identified a performance based assessment artifact for each core course. As part of the portfolio, each learner in ASTL will download these specific performance-based assessments into Taskstream and their *personal professional* portfolio. *Building on the initial introduction received during EDUC 612*, a demonstration and class time will be provided to assist students in *building their professional portfolio and facilitating the electronic creation process.*

The performance-based assessments for EDUC 614 include:
- Summative videotape and analysis of classroom practices, interactions, and objectives
- Blackboard forum responses that will reflect learning, showing the ability to analyze teaching experiences and reflect upon those experiences in order to determine implications for future teaching.

III.   PROFESSIONAL STANDARDS

National Board for Professional Teaching Standards II – Teachers know the subject they teach.
National Board for Professional Teaching Standards III – Teachers are responsible for managing and monitoring student learning.

V. MODE OF COURSE DELIVERY

Course delivery will be through lecture, structured collaborative reflective groups based on teaching levels, videotape analyses, and discussion groups based on topics aligned with national standards and program/learner outcomes.

VI.   REQUIRED TEXTBOOK:

Selection of textbook based on current teaching level.

Elementary: Smith, G. E., & Throne, S. (2007). *Differentiating instruction with technology in K-5 classrooms.* Eugene, OR: International Society for Technology in Education.

Middle & Secondary: Benjamin, A. (2005). *Differentiated instruction using technology: A guide for middle and high school teachers.* Larchmont, NY: Eye on Education.

Required journal readings: *Found in GMU's Electronic Reserves:* http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi. *When retrieving articles from the electronic reserves, choose* **EDUC 614** *and* **Hardy, Shanon** *as the instructor.* *Password:* ***Classroom***

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All learners must abide by the following:

Learners are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Learners must follow the guidelines of the University Honor Code. See
http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Learners must agree to abide by the university policy for Responsible Use of Computing.
See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the
screen.

Learners with disabilities who seek accommodations in a course must be registered with
the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the
beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access
the DRC.

GENERAL REQUIREMENTS:

A. Class attendance is both important and required. If, due to an emergency, you
   will not be in class, you must contact your instructor via phone or email. Learners
   with more than two absences may drop a letter grade or lose course credit.

B. It is expected that assignments will be turned in on time (the beginning of the
   class in which they are due). However, it is recognized that learners occasionally
   have serious problems that prevent work completion. If such a dilemma arises,
   please speak to the instructor in a timely fashion.

C. The completion of all readings assigned for the course is assumed. Because the
   class will be structured around discussion and small group activities, it is critical
   for you to keep up with the readings and to participate in class.

D. According to university policy, all beepers and cell phones should be turned off
   before class begins.

SPECIFIC COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA:

1. **Class Participation (5%)**

 Learners will reflect on their learning, their students and/or practice and respond to the
readings and discussions both online and in class discussion. This includes active
participation in class discussions and in cooperative learning groups. Regular and
thoughtful evidence of and the initiation of higher order questions related to class
readings and discussions; regular and thoughtful participation in cooperative learning
groups will be the criteria for evaluation

2. **Learning Logs and Shared Reflections (20%)**

Learners will keep a Learning Log specific for EDUC 614 with written analyses of assigned Web-based (Blackboard) learning scenarios or writing prompts. For each teaching episode, learners will be given a specific focus for the analysis. After recording questions, ideas, and insights, learners will share selected excerpts of their understanding orally during class sessions. Analysis will include references to practices occurring in scenario which supports analysis statements. Learners may use ASTL journal.

Thoughtful reflection pertaining to pre-determined focus and reflection to classroom practices will be the criteria for evaluation. Evidence includes observations, discussion, and reflection upon pedagogical theory and practice anchored to real teaching episodes and inquiry into own practice. Intermittent responses may be due to instructor.

Due: Each class oral sharing of personal journal and/or word-processed responses on Blackboard.

3. **Videotaped Lesson and Analysis (35%)**

Each learner will videotape one class session, approximately 15-20 minutes duration, of a content lesson. The purpose for videotaping lessons is for the learner to understand what took place and explain why it occurred; an inquiry toward teaching – unlocking the knowledge of practice. This assignment includes 3 parts – classroom demographics, videotape, and analysis of videotape.

Specific requirements:

A. Each learner will create a classroom description and set-up of the classroom used in the videotape. Included in the description will be student demographics and location of students' desks in the classroom (do not use names). The classroom description may be narrative or be a visual representation (i.e., classroom map). Information to be included (if available):

a. Race/ethnicity
b. Gender
c. IEP
d. English language learners

B. Summative Videotape: A videotape of a content lesson. The lesson can be of any lesson or activity occurring in the learner's current classroom. After viewing the videotape, the learner will:

a. Write a 3 to 5 page analysis of the videotaped lesson submitted, along with a copy of the videotape. The analysis will be based on classroom readings, discussion of viewed teaching episodes, peer discussion, and

lecture content. Learner will note any changes implemented in the videotaped episode and why (readings, etc.). Attention to student participation, teaching practices, student-teacher interactions or student understanding may be in the analysis.

    b. The analysis will consist of three sections - description, analysis/interpretation, and reflection.

    c. Use of two references from class readings and discussions to support statements in analysis.

    d. A rubric for this assignment is included in the syllabus.

    C. The videotaped lesson will be turned in with written analysis.

Criteria for evaluation will include ability to analyze instructional lesson based on rubric. Analysis should include attention to description (content of lesson), analysis/interpretations (questioning techniques, issues related to gender bias, responsiveness to linguistic and ability diversity, feedback techniques, classroom discourse style, model of teaching, differentiated instruction, and student engagement). The video analysis must demonstrate graduate level writing and the inclusion of class resources and references. All relevant demographics for the classroom must also be included with analysis.

4. **Technology (20%)**

Learners will select *one* of the following options to demonstrate knowledge and understanding of the effective use of technology for diverse learners.

    a.   Five – seven page literature review (including reference page) of at least two articles on technology effectiveness in classroom. (Articles are provided in syllabus). Learners will state purposes of both articles, summary of content and demographics of both articles, and will write one overall critical comments/reflection on both of the article's implications for classroom practices. A synthesis of articles (compare/contrast) should be included in the reflection section.

    b. Demonstrate lesson using a technology approach or instruction described in EDUC 614 textbook. (Sign up for class time demonstration). Demonstration will be either 12/8 or 12/15.

    c. Create a technology based product, i.e., WIKI, WebQuest, Digital Story, Multimedia Game, Podcast, etc. (Sign up for class share/demonstration). Sharing will be either 12/8 or 12/15.

    d. Learner may suggest a technology based alternative to the above options with instructor approval.

Students may adapt a rubric included on Blackboard or create their own rubric for evaluating the various projects.

5. **<u>Instructional Design of Lesson Plan (20%)</u>**

Learner will select a lesson or unit currently being implemented in his/her classroom. Learner will then modify the lesson plan attending to the following variables:

a. Selected model of teaching and rationale for use
b. Objectives aligned and specified with revised taxonomy (include taxonomy table)
c. Creating an authentic assessment in lesson
d. Designing rubric for authentic assessment
e. Inclusion of differentiated instruction/technology when appropriate
f. Brief reflection on changes of lesson plan (i.e. analysis of objectives revealed previous focus on knowledge and remember categories primarily)

The purpose of this assignment is to synthesize concepts from course work. A template will be provided.

GRADING SCALE:

| 95-100 =A | 90-94 =A- | 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C |Below 70=F |

Reflection Point 2:

In this section, you will focus on how coursework, related readings, and products in EDUC 614 have led you to focus more carefully on the teacher as designer of curriculum and assessment and how you are incorporating technology into your teaching practice and your Core experience. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

Suggested course products which may be provided as evidence of knowledge:
1. Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
2. Rubric/Performance/Alternative Assessments (EDUC 614)
3. Other, as selected by individual (be specific)

Proposed Class Schedule

Class/ Date	Session Subject	Due
Class 1 10/20	**Introduction to the course and overview of Curriculum and Instructional Design** *What we teach and why*? Curriculum is what is designated to be taught and learned – an *individualized process of how curriculum is acquired* through instruction. How is this exhibited in the classroom? - Discuss syllabus and class assignments; objectives - Introduction to Differentiating Instruction and Technology (aligned with Multiple Intelligences and Learning Styles) **Prompt for Learning Log #1:** Describe a previous learning experience that you considered especially effective for your style of learning. What was the context (social studies, math, etc.) and how was the lesson designed (direct instruction, lecture, etc.)?	ASTL Journal
Class 2 10/27	**Theoretical framework of Instructional Design/Effective Teaching** *How can we determine if we are "effective teachers"? Why it is important to plan for instruction so that we address required content standards and curriculum topics,* but also plan meaningful ways to determine students' understandings? - Learning Log Response - Introduction to "Good" Teaching - Designing Effective Instruction: Different Frameworks for Curriculum and Instruction - Technology Discussion of Textbook examples - Videotape Analysis and Analysis Variables **Blackboard Assignment - Learning Log #2 (Due – 11/3: Go to the following url and enter response in learning log (the focus for your response will be distributed in class).** http://gmutvserver.gmu.edu/sdpgen/qt/EDUC614/EDUC614_3.mov	Read: Chapter 1 – Smith & Thorne **OR** Chapter 1 & 2 – Benjamin Read: Cruickshank & Haefele "*Good teachers, plural*" Read: Bondy – *The teacher as warm demander* Read: Duncan-Andrade – *Developing social justice educators* Read: Sherin – Viewing teaching on

		videotape. **DUE: Learning Log #1 – prompted response**
Class 3 11/3	**Instructional Design and Differentiated Instruction** *How our planning changes based on needs of diverse learners? Differentiating instruction is an approach and philosophy that proactively plans for learners with differing needs.* Using the readiness, interests, and students' learning styles to plan content, process, and product, differentiated instruction can help all learners (including struggling, advanced learners) achieve academically. • Differentiation of Instruction • Revised Bloom's Taxonomy • Technology Discussion of Textbook examples • Learning Log #2 – Share and Discussion **Blackboard Assignment – Learning Log #3 (Due – 11/10): Go to the following url and enter response in learning log (the focus for your response will be distributed in class).** http://gmutvserver.gmu.edu/sdpgen/qt/educ614/PKelly_Movie2.mov	Read: Chapter 3 & 5, Smith & Thorne OR Chapter 3, 6, & 9 Benjamin Read: Krathwohl *A revision of Bloom's Taxonomy: An overview* Read: Tomlinson *Reconcilable Differences? Standards-based teaching and differentiation* Read: Wehrmann *Baby Steps: A beginning guide* Read: Noble – *Integrating the revised Bloom's taxonomy with M.I.* Read: Grimes & Stevens *Glass, Bug, Mud* **DUE: Learning Log**

		#2 – Blackboard Assignment (Bennett) **DUE: Learning log to instructor via email.**
Class 4 11/10	. __Instruction:__ **Models of Teaching** *Instruction is how we want to engage our students with the curriculum or the manner of delivery. How can we select the appropriate model of teaching to engage and teach all of our students?* • Learning environments and Models of Teaching – Four families of models and respective theoretical perspectives • Models of Teaching examples • Technology Discussion of Textbook examples • Learning Log #3 – Share and Discussion **Blackboard Assignment - Learning Log #4 (Due – 11/17: Go to the following url and enter response in learning log (the focus for your response will be distributed in class).** http://gmutvserver.gmu.edu/sdpgen/qt/EDUC614/educ614_1.mov	*Read:* Chapter 2 & 4, Smith & Thorne OR Chapter 4 & 7, Benjamin Read: Joyce, Showers, and Rolheiser-Bennett: *Staff Development and Student Learning* Read: McTighe & Wiggins – *Put understanding first.* Read: Wolk *School as inquiry* Read: Denton – The power of our words. **DUE: Learning Log #3 – Blackboard assignment**
Class 5 11/17	**Assessment: Role of Assessments – Rubrics and Performance Checklist (Assessment Tools)** *Assessment is the monitoring of curriculum, learning, and instruction*	Read: Chapter 7, Smith & Thorne OR Chapter 7 & 9,

	by using specific tools such as tests, observational schemes, and other instruments. Rubrics, performance checklists, and performance assessments are important tools in our repertoire of monitoring student learning and guiding instruction. How can we plan to include a range of assessment methods, including "authentic" assessments, which will make evident students' understandings throughout their learning experiences? • Types of assessment • Discuss authentic assessments and rubrics • How assessment should drive the development of our curriculum. • Technology Discussion of Textbook examples • Learning Log #4 – Share and Discussion Can use spreadsheet programs such as AppleWorks or Excel; using tables in Microsoft Word or AppleWorks. Websites such as http://rubistar.4teachers.org/index.php can also be used to create rubrics and performance checklists. **Blackboard Assignment – Learning Log #5 (Due – 12/7): Go to the following url and enter response in learning log (the focus for your response will be distributed in class).** *Webcast: Assistive Technology*	Benjamin Read: Parke & Lane – *Learning from performance assessments in math* Read: Sternberg – *Assessing what matters.* Read: Andrade – *Self-assessment through rubrics.* Read: Sprenger – *Focusing the Digital Brain* **DUE: Learning Log #4 – Blackboard Assignment**
Class 6 12/1	**Instructional Design and Technology – Part I** *The use of technology in the classroom has impacted both student and teacher learning and understanding. How are teacher's beliefs and practices developed and transformed by technology?* • Learning Log #5 – Share and Discussion • Technology and Differentiated Instruction • Discussion of the research on use of technology and emerging issues • Demonstration of KOMPOZER **Tape your classroom. Videotape due for sharing and discussion with peer 12/8.**	Read: Chapter 9, Smith & Thorne OR Chapter 5 & 8, Benjamin Read: Colombo & Colombo – Blogging to improve instruction in differentiated science classrooms Read: Lemke & Coughlin - *The*

		Change Agents Read: Sprague & Pixley – *Podcasts in Education: Let Their Voices Be Heard* **DUE: Learning Log #5 – Blackboard assignment**
Class 7 12/8	**Instructional Design and Technology – Part II** • Peer Share of Videotaped Classroom/ analysis • Technology Demonstrations and Presentations	Read: Chapter 8 & 10, Smith & Thorne OR Chapter 10 & 12, Benjamin Read: Finn – *Using video to reflect on curriculum.* **VIDEOTAPE DUE to peer:** Share your videotape with peer/ note changes in analysis
Class 8 12/15	**What Have We Learned?** • Technology Demonstrations and Presentations continued • Sharing of lessons learned from videotaping • Complete course evaluations and discuss ASTL's second reflection point	**Summative Videotape and Analysis Due**
12/22	**Due by Dec. 22 – sent to Becky Fox and Course Instructor**	**SECOND ASTL REFLECTION POINT DUE**

SUPPLEMENTAL READINGS—*Online at Electronic Reserves:*

Andrade, H. (2009). Promoting learning and achievement through self-assessment. *Theory Into Practice, 48*(1), 12-19.

Bondy, P. (2008). The teacher as warm demander. *Educational Leadership, 66*(1), 54-58.

Colombo, M. W., & Colombo, P. D. (2007). Blogging to improve instruction in differentiated science classrooms. *Phi Delta Kappan, 89*(1), 60-64.

Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership, 58*(5), 26-30.

Denton, P. (2008). The power of our words. *Educational Leadership, 66*(1), 28-31.

Duncan-Andrade, J. (2005). Developing Social Justice educators. *Educational Leadership, 62*(6), 70-73.

Finn, L. E. (2002). Using video to reflect on curriculum. *Educational Leadership, 59*(6), 72-74.

Grimes, K. J., & Stevens, D. D. (2009). Glass, bug, and mud. *Phi Delta Kappan, 90*(9), 677-680.

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory Into Practice, 41*(4), 212-218.

McTighe, J., & Wiggins, G. (2008). Put understanding first. *Educational Leadership, 65*(8), 36-41.

Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *Teacher's College Record, 106*(1), 193-211.

Parke, C. S., & Lane, S. (1997). Learning from performance assessments in math. *Educational Leadership, 54*(4), 26-29.

Sherin, M. G. (2000). Viewing teaching on videotape. *Educational Leadership, 57*(8), 336-38.

Sprague, D., & Pixley, C. (2008). Podcasts in education: Let their voices be heard. *Computers in the schools, 25*(3-4), 226-234.

Sternberg, R. J. (2008). Assessing what matters. *Educational Leadership,65*(4), 20-26.

Tomlinson, C. A. (2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership, 58*(1), 6-11.

Wehrmann, K. S. (2007). Baby steps: A beginning guide. *Educational Leadership, 58*(1), 20-23.

Wolk, S. (2008). School as inquiry. *Phi Delta Kappan, 90*(2), 115-122.

Technology Articles for Technology Literature Review Assignment (Select two)

On-line e-reserves

Caskey, M. (2003). Using parent-student pairs for internet instruction. *Journal of Research on Technology in Education, 34*(3), 304-317.

Chen, P., & McGrath, D. (2003). Moments of joy: Student engagement and conceptual learning in the design of hypermedia documents. *Journal of Research on Technology in Education, 35*(3), 402-422.

Christensen, R. (2002). Effects of technology integration education on the attitudes of teachers and students. *Journal of Research on Technology in Education, 34*(4), 411-433.

Garthwait, A., Weller, H. G. (2005). A year in the life: Two seventh grade teachers implement one-to-one computing. *Journal of Research on Technology in Education, 37*(4), 361-377.

Groenke, S. L., Paulus, T. (2007). The role of teacher questioning in promoting dialogic literary inquiry in computer-mediated communication. *Journal of Research on Technology in Education, 40*(2), 141-164.

Gros, B. (2007). Digital games in education: The design of games-based learning environments. *Journal of Research on Technology in Education, 40*(1), 23-38.

Liu, M., Moore, Z., Graham, L., Lee, S. (2003). A look at the research on computer-based technology use in second language learning: A review of the literature from 1990-2000. *Journal of Research on Technology in Education, 34*(3), 250-273.

Page, M. S. (2002). Technology-enriched classrooms: Effects on students of low socioeconomic status. *Journal of Research on Technology in Education, 34*(4), 389-409.

Penuel, W. R. (2006). Implementation and effects of one-to-one computing initiatives: A research synthesis. *Journal of Research on Technology in Education*, *38*(3), 329-348.

Staples, A., Pugach, M. C., Himes, D. J. (2005). Rethinking the technology integrationchallenge: cases from three urban elementary schools. *Journal of Research on Technology in Education, 37*(3), 285-311.

Video Analysis Rubric

Criteria	Accomplished	Competent	Evolving
Introduction: Description of Classroom Lesson – **(3 Points)**	The analysis thoroughly describes 1) the classroom setting, 2) student demographics, and 3) lesson content (i.e. new material, previously taught lesson, special activity). *3 points*	The analysis includes 2 out of the 3 aspects to be included in description of classroom. *2 points*	The analysis includes one aspect of the classroom description. No description of the lesson content in student learning. *1 point*
Analysis, Interpretation of Classroom Lesson – **(10 points)**	The analysis thoroughly discusses strengths and weaknesses of the lesson. Strong interpretation and analysis of the importance/meaning/significance of the lesson on student learning. Best practices are noted (pace of instruction, differentiated instruction, multiple assessments) and rationale for use of practices. *35 points*	The analysis discusses only a strength or weakness of the lesson. Provides limited interpretation of the importance/meanings/significance of the lesson on student learning. Two or fewer best practices noted. *25 points*	The analysis was simplistic with little or no interpretation; basically a statement of what was taught. No best practices noted in analysis. *15 points*
Self-Reflection (15 points)	Rich, thorough discussion of videotaped lesson and what was learned about teaching practices and lesson design, and impact on student learning. *Future changes in instruction, assessment, and/or lesson design discussed. *25 points*	Cursory discussion of videotaped lesson and what was learned about teaching practices and lesson design, and impact on student learning. *No changes noted in instructional design and/or assessment. *15 points*	Reflection was minimally discussed and showed lack of understanding of one's practices and impact on student learning. Future changes not included. *5 points*
References (5 points)	The analysis integrates a minimum of 3 course readings and/or current, authoritative	Fewer than 3 course readings and/or other current readings are referenced,	No evidence of references OR references

	relevant literature to support teaching practices. References are properly referenced in APA style. *15 points*	and are not integrated thoughtfully. References contain minor APA errors. *10 points*	are not in APA style. *5 points*
Overall Writing (2 points)	Grammatically and stylistically well written with few errors or error patterns. *2 points*	Grammatically and stylistically well written but contains some errors or error patterns. *1 point*	Contains many grammatical errors or error patterns. *.5 point*

Technology Assignment (Literature Review) Rubric (20 points)

5 – 7 Pages

	Beginning (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear, convincing and substantial evidence)
APA References **2 points**	References lack some compliance with correct APA style (.5 point)	References are in APA styled, but contain some minor errors (1 point)	References are done in APA style (5th edition) (2 points)
Description **5 points**	Describes different points included in the article (1)	Describes the article accurately (3)	Describes and synthesizes the key points of both articles accurately and concisely (5)
Analysis, Application and Interpretation **5 points**	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes no supporting sources from related readings (1)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes one supporting sources from related readings (3)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the articles, tells why points are strengths or weaknesses; compares and contrasts points from articles; synthesizes major concepts, includes two or more supporting sources from related readings (5)
Reflection **7 points**	Includes only a short reflective statement or does not make personal connections to the article (3 points)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (5 points)	Includes a strong reflective statement that connects journal articles to classroom practice and clear statement of personal connections to the article and technology in general (7 points)
Clarity of Writing **1 point**	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0 points)	Grammatically and stylistically well written, but contains some errors or error patterns. (.5 point)	Grammatically and stylistically well written with few errors or error patterns. (1 points)