

STUDENT: \_\_\_\_\_

SCORE: \_\_\_\_\_

CRITERIA	EXEMPLARY (4 POINTS)	PROFICIENT (3 POINTS)	NOT YET PROFICIENT (2 POINTS)	INCOMPLETE (1 POINT)
CONTENT	The content is written clearly and concisely with a logical progression of ideas and supporting information. The content gives the audience a clear sense of the key concept.	The content is written with a logical progression of ideas. The content has accurate and useful information.	Information is present but the main idea is vague. Some of the information doesn't seem to fit and the progression of ideas is unclear.	The content lacks a clear point of view and logical sequence of information. Information is incomplete and/or incorrect.
WRITING PROCESSES	Clear, concise, and well written with no errors. Grammar and usage are correct with correct punctuation.	Clear, concise, and well written with minor errors with grammar and usage.	Product structure is missing. Many errors containing grammar, punctuation, and spelling. Product needs editing.	Product needs extensive editing. Multiple errors in grammar, punctuation, and spelling. Product is difficult to understand.
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Graphics	Graphics assist in presenting an overall theme. Graphics enhance understanding of concepts and ideas.	Graphics visually depict material and assist the understanding of content.	Some graphics are unrelated to the product and do not enhance the overall concepts. Graphics are poorly designed and/or confusing.	Graphics are completely unrelated to the concept. Graphics do not enhance understanding, are distracting, and create confusion.

# Technology Rubrics For First Grade

**David V. Loertscher, Ross J. Todd**

## **Technology Rubrics For First Grade:**

*A Complete Guide to Rubrics* Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

### **Teaching Lower Elementary Technology** Mark

Page-Botelho, 2010-07-07 This book is a collection of my experience teaching lower elementary technology over the course of one year There are lessons curriculum documents and thoughts regarding many issues that can arise while teaching technology to young children This book is intended to be a reference for those who are interested in starting from scratch or for those who are looking for new ideas on how or what to teach regarding information literacy

### **Rubrics for Assessing Student Achievement in Science Grades K-12** Hays B. Lantz, 2004-02-06

I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

### **Handbook of Research on Teaching and Learning in K-20 Education** Wang, Viktor, 2013-06-30

While the general agreement in education remains that the more senses involved in learning the better we learn the question still remains as to the

distinction between the education of children and the education of adults Handbook of Research on Teaching and Learning in K 20 Education provides well rounded research in providing teaching and learning theories that can be applied to both adults and children while acknowledging the difference between both This book serves as a comprehensive collection of expertise research skill and experiences which will be useful to educators scholars and practitioners in the K 12 education higher education and adult education field

*Assessing Disciplinary Writing in Both Research and Practice* Wright, Katherine Landau,Hodges, Tracey S.,2023-08-01 Assessing Disciplinary Writing in Both Research and Practice tackles the challenge of measuring writing skills in specific content areas which is crucial for preparing students to communicate as field experts and for their future careers Edited by Katherine Wright Associate Professor of Literacy and Language at Boise State University and Tracey Hodges Founder and Lead Consultant of The Empowering Advocate this book provides solutions by bringing together validated measures and practical assessment strategies that can be used in both research and instruction The book s theoretical foundations cover multimodal disciplinary writing assessing disciplinary writing versus content area writing and using assessment as a tool for disciplinary writing instruction Practical methods for assessing writing in social studies science mathematics English and language arts and other genres at the elementary middle and high school levels are included as well as assessment strategies for specific populations of students such as undergraduate students English learners gifted and talented students special needs students and incarcerated students This highly valued reference is essential for academic scholars K12 teachers and educational researchers who want to improve writing instruction and research in content and discipline specific areas By providing validated measures and methods for assessing disciplinary writing this edited book helps bridge the gap between research and practice and enables practitioners to better measure student growth and improve writing instruction This publication is the first step towards advancing research and improving writing instruction in content and discipline specific areas

Learning and Leading with Technology ,2007 **First Grade**

**Technology Curriculum** Ask a Tech Teacher,2020-04-08 Used world wide as a definitive technology curriculum this six volume series Fourth Edition 2011 is the all in one solution to running an effective efficient and fun technology program whether you re the lab specialist IT coordinator classroom teacher or homeschooler It is the choice of hundreds of school districts across the country private schools nationwide and teachers around the world Each volume includes step by step directions for a year s worth of projects samples grading rubrics reproducibles wall posters teaching ideas and hundreds of online connections to access enrichment material and updates from a working technology lab Aligned with ISTE national technology standards the curriculum follows a tested timeline of which skill to introduce when starting with mouse skills keyboarding computer basics and internet Web 2 0 tools in Kindergarten First MS Word Publisher Excel PowerPoint Google Earth internet research email and Photoshop in Second Fifth Each activity is integrated with classroom units in history science math literature reading writing critical thinking and more Whether you re an experienced tech teacher or brand new

to the job you'll appreciate the hundreds of embedded links that enable you to stay on top of current technology thinking and get help from active technology teachers using the program Extras include wall posters to explain basic concepts suggestions for keyboarding standards discussion of how to integrate Web 2.0 tools into the classroom curriculum and the dozens of online websites to support classroom subjects

**Instructional Technology and Media for Learning** Sharon E. Smaldino, Deborah L. Lowther, James D. Russell, 2008 Table of Contents Chapter 1 Technology and Media Facilitating Learning Introduction Technology Media The Concrete Abstract Continuum Learning Roles of Technology and Media in Learning Learning Settings Information and Instruction Instructional Strategies Summary Chapter 2 Instructional Strategies Integrating Technology and Media Introduction Strategies in the Classroom Presentation Demonstration Drill and Practice Tutorials Discussion Cooperative Learning Games Simulations Discovery Problem Solving Teacher Centered Strategies Student Centered Strategies Creating Learning Experiences Learning Contexts and Settings Summary Chapter 3 Visual Principles Designing Effective Materials Introduction Visual Literacy Roles of Visuals in Learning Types of Visuals Visual Design Guidelines Creating Images Capturing Images Summary Chapter 4 Introduction The ASSURE Model Analyze Learners State Standards and Objectives Select Strategies Technology Media and Materials Utilize Technology Media and Materials Require Learner Participation Evaluate and Revise Summary Chapter 5 Computers and Multimedia Accessing Digital Worlds Introduction Computers and Multimedia in the Classroom Advantages Limitations Integration Software Selection Computer Hardware Computer Facilities Summary Chapter 6 Distance Education Connecting Learners Beyond the Classroom Introduction Distance Education Instruction at a Distance Audio in Distance Education Television in Distance Education Instructional Television Options Summary Chapter 7 Online Learning Learning Through the Internet and Computer Networks Introduction Online Learning Networks Issues Summary Chapter 8 Instructional Materials and Displays Using Media to Engage Learners Introduction Learning Centers Instructional Modules Manipulatives Printed Materials Display Surfaces Exhibits Summary Chapter 9 Visuals Enhancing Learning with Visuals Introduction Visuals in the Classroom Nonprojected Visuals Projected Visuals Presentation Software Digital Images Document Camera Projection Overhead Projection Summary Chapter 10 Audio Listening and Learning Introduction Using Audio in the Classroom Digital Audio Formats Analog Audio Formats Advantages of Audio Limitations of Audio Integration of Audio Hearing and Listening Developing Listening Skills Summary Chapter 11 Video Enhancing Learning with Moving Images Introduction Using Video in the Classroom Special Attributes Digital Video Formats Analog Video Formats Advantages Limitations Integration Selecting Video Producing Video Summary Chapter 12 Trends in Technology and Media Looking Ahead Introduction Trends in Technology and Media Innovations on the Horizon Schools of the Future Your Future in the Field Professional Organizations Professional Journals Summary Appendix Equipment Safety and Setups Introduction Equipment Safety Equipment Selection and Identification Care and Handling of Equipment Projector Setups Video Setups Audio Setups

*Designing Rubrics for*

**K-6 Classroom Assessment** Debbie Rickards, Earl H. Cheek, 1999 The role of rubrics in assessing student progress is explained. Information and examples on how to develop rubrics to fit your needs are also provided **We Boost Achievement!** David V. Loertscher, Ross J. Todd, 2003 Presents a framework for linking school information literacy teaching to academic achievement through a library media program and offers advice on working jointly with others reading assessments and the use of technology in the program **Rubrics** Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, 1998 Describes strategies teachers and administrators may use to construct and adapt rubrics and explains how to use them to assess instruction and performance **Whole-Faculty Study Groups** Carlene U. Murphy, Dale W. Lick, 1998-07-23 This book whole faculty study groups their application and the underlying change principles necessary for such study groups to succeed. The book provides numerous examples snapshots of real world situations and a detailed step by step practical methodology for the development of successful professional whole faculty study groups in schools **Resources in Education**, 2000 **Elementary and Middle School Teachers in the Midst of Reform** Traci Bliss, Joan Mazur, 2000 This text is appropriate for the following courses General Elementary Methods Methods in Teaching on the Elementary Level Methods and Materials in the Elementary School Curriculum and Instruction in the Elementary School Models of Teaching in the Elementary School Foundations of Education This thoroughly tested casebook presents true stories of innovation that capture the dilemmas frustrations and accomplishments of elementary and middle school teachers as they navigate environments with complex issues of change The cases have the following elements in common 1 all provide a factually correct thorough account of a teacher's pedagogy in the context of change 2 all analyze the contents of teaching and learning 3 all link the cases to teacher performance standards developed by the INTASC and 4 all contain specific lesson plans and examples of students work **Texas Public School Organization and Administration, 1998** James Vomberg, 1998

**Best Practices in Literacy Instruction, Third Edition** Linda B. Gambrell, Lesley Mandel Morrow, Michael Pressley, 2007 Now in a thoroughly revised and expanded third edition this evidence based book distills the latest knowledge about literacy teaching and learning into clear strategies for helping all children succeed Within a comprehensive conceptual framework the field's leading authorities provide eminently practical recommendations to guide instructional decision making The third edition has been fully updated with current research findings policy issues and program innovations It offers significantly revised coverage of assessment motivation approaches to integrating different kinds of texts and multimedia resources and adolescent literacy New chapters address working with English language learners and supporting teachers professional development Also featured is a new concluding commentary by Michael Pressley **Learning with Technology** David H. Jonassen, Kyle L. Peck, Brent Gayle Wilson, 1999 This book addresses how to use very specific types of technology and focuses on how technology can be used as a thinking tool to foster meaningful learning The book approaches learning from a constructivist view and relates it to using technology to engage meaningful learning Within each chapter the book provides

different activities and implementation strategies in the Technique sections and follow up questions in the Things to Think About sections. Very current uses of technology such as video theater, cybermentoring, creating homepages and hypermedia are discussed throughout the book. **Transforming Classroom Grading** Robert J. Marzano, 2000. Robert Marzano provides a thorough discussion of what grades are for, what they should include and how to compute final scores that accurately reflect student learning. *Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant*,

**The Journal of Educational Research**, 1929

This book delves into Technology Rubrics For First Grade. Technology Rubrics For First Grade is a crucial topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Technology Rubrics For First Grade, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

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- Chapter 2: Essential Elements of Technology Rubrics For First Grade
- Chapter 3: Technology Rubrics For First Grade in Everyday Life
- Chapter 4: Technology Rubrics For First Grade in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Technology Rubrics For First Grade. This chapter will explore what Technology Rubrics For First Grade is, why Technology Rubrics For First Grade is vital, and how to effectively learn about Technology Rubrics For First Grade.
3. In chapter 2, the author will delve into the foundational concepts of Technology Rubrics For First Grade. This chapter will elucidate the essential principles that need to be understood to grasp Technology Rubrics For First Grade in its entirety.
4. In chapter 3, the author will examine the practical applications of Technology Rubrics For First Grade in daily life. This chapter will showcase real-world examples of how Technology Rubrics For First Grade can be effectively utilized in everyday scenarios.
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6. In chapter 5, the author will draw a conclusion about Technology Rubrics For First Grade. This chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Technology Rubrics For First Grade.

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