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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.
LAYOUT	Product looks professionally done. The layout is visually pleasing and contributes to the overall message. Product uses headings, fonts, colors, and text that enhance readability.	Product is visually pleasing and is formatted well. Headings, fonts, colors, and text are used appropriately	Product shows some structure but appears cluttered or distracting. The overall readability is difficult with inappropriate use of headings, fonts, colors, and text	Product is extremely difficult to follow. The layout is confusing and the use of headings, fonts, colors, and text are ineffective.
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

Mark Page-Botelho



Technology Rubrics For First Grade:

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

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 covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included [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 **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 *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 National Educational Technology Standards for Teachers International Society for Technology in Education,2002 Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P 12 education **Best Ideas for Teaching with**

Technology Justin Reich,Tom Daccord,2015-02-18 This practical how to guide makes it easy for teachers to incorporate the latest technology in their classes Employing an informal workshop approach the book avoids technical jargon and pays special attention to the needs of teachers who are expanding the use of computers in their classrooms The authors focus on what teachers do and how they can do it better and provide a wide variety of proven tools tips and methods for enhancing these activities with technology *Best Ideas for Teaching with Technology* provides extensively illustrated tutorials for a wide variety of software online tools and teaching techniques It covers everything from lesson plans to time management how to show animation blogging podcasts laptop strategies and much much more In addition periodic updates to the text will be available on the authors website **Multidisciplinary Units for Grades 3-5** International Society for Technology in

Education,2002 Helps you integrate technology into elementary language arts social studies math and science curricula with dozens of lesson plans *The Technology Coordinator's Handbook* Max Frazier,Doug Herringington,2024 Technology

coordinators and facilitators must be able to navigate the complexities of a school community's technology needs and serve a variety of individuals including students, teachers, and administrators. With its detailed practical approach, *The Technology Coordinator's Handbook* has established the standard in clarifying the wide variety of tasks and responsibilities faced by those in this critical role. Readers will learn how to be more effective learners and leaders so they can better assist students and teachers in managing technology use and dealing with technology challenges. The book also offers strategies for education leaders to successfully integrate technology into school and district operations. *Web 2.0* Gwen Solomon, Lynne Schrum, 2007. What can Web 2.0 tools offer educators? *Web 2.0 New Tools New Schools* provides a comprehensive overview of the emerging Web 2.0 technologies and their use in the classroom and in professional development. Topics include blogging as a natural tool for writing instruction, wikis and their role in project collaboration, podcasting as a useful means of presenting information and ideas, and how to use Web 2.0 tools for professional development. Also included are a discussion of Web 2.0 safety and security issues and a look toward the future of the Web 2.0 movement. *Web 2.0 New Tools New Schools* is essential reading for teachers, administrators, technology coordinators, and teacher educators. **How to Create and Use Rubrics for Formative Assessment and Grading** Susan M. Brookhart, 2013-01-11. What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: 1) criteria that relate to the learning, not the tasks that students are being asked to demonstrate; and 2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics, for example, general versus task-specific and analytic versus holistic, explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses common misconceptions about rubrics, important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives can be useful. How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn.

Contemporary Issues in Science and Technology Education Ben Akpan, Bulent Cavas, Teresa Kennedy, 2023-02-24. This edited volume discusses major issues in present-day science and technology education (STE). It is divided into three thematic sections: philosophical foundations and curriculum development; sustainable development, technology, and society; and the learning sciences and 21st-century skills. Section I examines the history and future of STE curriculum development along with

specific issues within this dynamic area Section II explores sustainable development in three important aspects economic development social development and environmental protection Section III covers the 21st century skills that are of overarching importance to the success of learners in school and the world of work Anchoring each chapter is an assemblage of veteran science and technology education specialists selected from across the world The book s target is a worldwide audience of undergraduate post graduate students and their teachers as well as researchers This book s exploration of the ever increasing advances in STE and its narrative writing style will be of interest to a broad range of readers 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

Bringing Technology Education Into K-8 Classrooms Edward Britton,Bo De Long-Cotty,Toby Levenson,2005-03-02 Featuring an easy to follow organization and sample pages from major products this resource will help all students become technologically literate Jacket **Special and Gifted Education: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2016-04-25 Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill As educational technologies and theoretical approaches to learning continue to advance so do the opportunities for exceptional children Special and Gifted Education Concepts Methodologies Tools and Applications is an exhaustive compilation of emerging research theoretical concepts and real world examples of the ways in which the education of special needs and exceptional children is evolving Emphasizing pedagogical innovation and new ways of looking at contemporary

educational practice this multi volume reference work is ideal for inclusion in academic libraries for use by pre service and in service teachers graduate level students researchers and educational software designers and developers

Resources for Student Assessment Peggy Kelly,M. G. Kelly,Jon Haber,2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels School Library Journal

Developing Grading and Reporting Systems for Student Learning Thomas R. Guskey,Jane M. Bailey,2000-10-17 This work brings organization and clarity to a murky and disagreement filled topic

Handbook of Research on Teacher Education in the Digital Age Niess, Margaret L.,Gillow-Wiles, Henry,2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools

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

Tech Tools for Improving Student Literacy Bradford T. Davey,Hilarie B. Davis,2014-03-05 Technology isn t just fun to use in the classroom it can also make real improvements in students literacy development In this book authors Hilarie Davis and Bradford Davey show you how and why to use tech tools to help enhance the teaching of reading writing speaking listening and viewing These tools can be used in English Language Arts and across the subject areas to promote literacy throughout your school Special Features Practical classroom examples from a variety of content areas Connections to specific Common Core State Standards Using the Technology boxes with step by step guidance on using a tool Screenshots that show how the tools work Strategies to help you use the tools effectively with students

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