

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

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

| CRITERIA             | EXEMPLARY<br>(4 POINTS)                                                                                                                                                             | PROFICIENT<br>(3 POINTS)                                                                                     | NOT YET<br>PROFICIENT<br>(2 POINTS)                                                                                                                                 | INCOMPLETE<br>(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<br>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 Rubric For Elementary Students

**Shitanshu Mishra,Aditi  
Kothiyal,Sridhar Iyer,Sameer  
Sahasrabudhe,Andreas Lingnau,Rita  
Kuo**

## **Technology Rubric For Elementary Students:**

*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 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 **Teaching & Integrating Elementary Technology** Mark Page-Botelho, 2009-08 This book is a case study of my experience teaching elementary technology and are designed to remain relevant throughout the years to come These lessons are created to remain relevant for years to come and are based on ISTE s Standards and benchmarks in addition CyberSMART Curriculum has inspired many of the ideas in regards to sequencing The object is to open my experience to others in order to give insight on how to run a flex schedule technology integration program successfully I believe that others can learn from my experiences and construct their program to better serve students Rubrics Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, Marilyn Wood, 1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics\_ from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics **Using Technology with Elementary Music Approaches** Amy M. Burns, 2020 Do you find it challenging to integrate technology into your elementary music classroom Do you feel that it could enhance your classroom experience if you could implement it in an approachable and realistic way In *Using Technology with Elementary Music Approaches* author Amy M Burns offers an all in one classroom vetted guide to integrate technology into the music classroom while keeping with core educational strategies In this book you will find practical lessons and ideas that can be used in any elementary classroom whether that classroom has one device per educator or a device for every student Written for a range of experience levels lessons further enhance classrooms that utilize the approaches of Feierabend Kod ly Orff Schulwerk and project based learning Experts from each field Dr Missy Strong Glennis Patterson Ardith Collins and Cherie Herring offer a variety of approaches and project ideas in the project based learning section Complemented by a companion website of lesson videos resource guides and more *Using Technology with Elementary Music Approaches* allows new and veteran educators to hit the ground running on the first day of school **Technology in Schools** Carl Schmitt, 2002

**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 Mentorship Strategies in Teacher Education Dikilitas, Kenan, Mede, Enisa, Atay, Derin, 2018-05-18 Mentoring in teacher education has been a key issue in ensuring the healthy development of teacher learning Variety in the actualization of mentoring can lead to the exposition of new qualities and the evolving roles that mentors might undertake Mentorship Strategies in Teacher Education provides emerging research on international educational mentoring practices and their implementation in teacher education While highlighting topics such as e mentoring preservice teachers and teacher program evaluation this publication explores the implementations and implications that inform the existing practices of teacher education mentoring This book is a vital resource for researchers educators and practitioners seeking current research on the understanding and development of existing mentorship strategies in a variety of fields and disciplines **Real-World Learning Framework for Elementary Schools** Marge Maxwell, Rebecca Stobaugh, Janet Lynne Tassell, 2017-03-31 Creation in the real world is a disorganized process and in order to foster authentic learning in the classroom teachers must be flexible in planning and supporting learning experiences Bring about deeper self directed learning in elementary school students This book outlines opportunities teachers and students have to exercise cognitive complexity engagement and technology integration through real world project based instruction Part one details the Create Excellence Framework for 21st century skills and part two offers sample lesson plans from real world learning projects so educators can help students take more responsibility for and find more enthusiasm in their own

learning Benefits Learn each of the components of the research based Create Excellence Framework for lesson planning and how each component connects to student content standards Discover the five levels of real world learning helping students find greater fulfillment in their PBL project based learning Answer questions to consider in setting up the Create Excellence Framework for real world learning Consult real world examples of Create Excellence Framework applicable learning projects that meet the guidelines of curriculum standards Learn about many online tools and resources to promote online projects that engage students in authentic learning Contents Introduction The Create Excellence Framework for Real World Learning Part I Chapter 1 Real World Learning Chapter 2 Cognitive Complexity Chapter 3 Student Engagement Chapter 4 Technology Integration Chapter 5 Implementation of the Create Excellence Framework Part II English Language Arts Projects Mathematics Projects Social Studies Projects Science Projects References and Resources *Technology Integration in the Elementary Music Classroom* Amy M. Burns, 2008 Book This is a landmark resource for elementary school teachers who wish to enhance their curriculum with the excitement of music technology The lessons can be adapted and used in a general classroom setting with one computer or in a classroom where the music teacher transports the materials on a cart Support audio files MIDI files and other electronic documents can be accessed for free through a dedicated web site Includes a glossary and index RTI in Math Wilian N. Bender, Darlene N. Crane, 2010-08-01 This map of the RTI process offers an overview of research detailed guidance through each stage of implementation tools for teacher reflection and growth and discussion of support strategies beyond the classroom The authors analyze a variety of common student difficulties in elementary math and apply a three tier RTI model to the general education classroom Technology for Physical Educators, Health Educators, and Coaches Seth E. Jenny, Jennifer M. Krause, Tess Armstrong, 2021 Technology for Physical Educators Health Educators and Coaches guides instructors and coaches in taking full advantage of current technology to help them enhance their instruction assessment management communication professional development and advocacy **Introduction to Educational Research** Craig A. A. Mertler, 2024 **Applications of Research in Technology Education** P. John Williams, Belinda von Mengersen, 2022-02-01 This book brings together significant international research in technology education through a focus on contemporary Ph D theses It highlights the conceptual underpinnings and methodology of each research project and elaborates on how the findings are relevant for practitioners This book addresses the common disjunction between research conducted and an awareness of that research by practitioners It examines the extent to which the research aligns with different justifications for teaching technology in schools in economic utilitarian democratic cultural and other such contexts Teaching Writing to English Language Learners in the Elementary Classroom Subrata Bhowmik, Marcia Kim, 2025-10-29 This book focuses on research informed approaches and techniques for teaching writing to elementary English Language Learners ELLs The book highlights strategies for enriching writing literacy education for elementary ELLs With contributions from prominent scholars in the field of elementary ELL writing from around the world

the chapters in this book focus on a wide range of topics including curriculum design metalanguage and translanguaging integrating playfulness into a genre based approach to writing instruction metacognitive instruction teaching the genre of school identity texts multimodal writing using mentor texts teaching science writing and interrogating raciolinguistic ideologies in assessment practices Together they highlight both the challenges and possibilities of writing instruction for elementary ELLs in diverse educational contexts This is a foundational text for students in TESOL programs focusing on writing instruction for ELLs as well as for pre and in service teachers who want to upgrade their teaching abilities and knowledge bases

**Proceedings of the International Conference on Technology 4 Education 2024, Volume 1**

Shitanshu Mishra,Aditi Kothiyal,Sridhar Iyer,Sameer Sahasrabudhe,Andreas Lingnau,Rita Kuo,2025-09-26 This is volume one of the proceedings from the International Conference on Technology 4 Education 2024 T4E 2024 with each section consisting of distinct peer reviewed research papers making original contributions to research and academia This volume includes papers categorized under Original Research Track Full Papers Experience Report Track Full Papers and the first set of papers from the Original Research Track Short Papers category This novel book pushes the boundaries of research and knowledge in the fields of education educational technology and the learning sciences The main topics of this book are informed by these conference themes Theme 1 Development of technologies to support education Theme 2 Understanding how people learn Theme 3 Pedagogical strategies and interventions Theme 4 Access Scale and Sustainability Theme 5 Culture and Technology Theme 6 Out of School Learning Informal Learning Theme 7 Education for Sustainable Development Goals Theme 8 Democracy Technology and Education This book is a valuable reference for researchers teachers students developers entrepreneurs and practitioners who are widely interested in understanding how learning and teaching can be enhanced with technology as well as new roles for technology in educational processes Readers who wish to read volume two of the proceedings can refer to Proceedings of the International Conference on Technology 4 Education 2024 Volume Two

Developing Portfolios in Education Ruth S. Johnson,J. Sabrina Mims-Cox,Adelaide Doyle-Nichols,2009-07-21 Developing Portfolios in Education A Guide to Reflection Inquiry and Assessment Second Edition takes preservice and inservice teachers through the process of developing a professional portfolio It is designed to teach readers how traditional and electronic portfolios are defined organized and evaluated The text also helps teachers to use their portfolios as an action research tool for reflection and professional development

*Effective Technology Tools for School Leadership* Leslie Jones,Eugene Kennedy,2022-11-23 This book prepares educational leaders with the knowledge needed to critically evaluate select and use technological tools to be effective school leaders Authors Jones and Kennedy explore the technology tools needed to support the full range of responsibilities of a school leader including management and administration personnel and evaluation security and safety instructional leadership organizational culture and climate external relationships and action research Each chapter unpacks advantages and pitfalls of various technological tools and includes case scenarios that contextualize

these ideas for readers Chapter content is also aligned with The Professional Standards for Educational Leaders PSEL the National Educational Leadership Preparation Standards NELP and the International Society of Technology Standard in Education ISTE standards This timely and important book adds to the toolbox for educators preparing to become effective and cutting edge school leaders

**Fostering Computational Thinking Among Underrepresented Students in STEM** Jacqueline Leonard,Jakita Thomas,Roni Ellington,Monica Mitchell,Olatokunbo Fashola,2021-08-11 This book broadly educates preservice teachers and scholars about current research on computational thinking CT More specifically attention is given to computational algorithmic thinking CAT particularly among underrepresented K 12 student groups in STEM education Computational algorithmic thinking CAT a precursor to CT is explored in this text as the ability to design implement and evaluate the application of algorithms to solve a variety of problems Drawing on observations from research studies that focused on innovative STEM programs including underrepresented students in rural suburban and urban contexts the authors reflect on project based learning experiences pedagogy and evaluation that are conducive to developing advanced computational thinking specifically among diverse student populations This practical text includes vignettes and visual examples to illustrate how coding computer modeling robotics and drones may be used to promote CT and CAT among students in diverse classrooms

**Educating Prospective Secondary Mathematics Teachers** Marilyn E. Strutchens,Rongjin Huang,Despina Potari,Leticia Losano,2018-06-01 This book highlights innovative approaches to preparing secondary mathematics teachers Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for preparing secondary mathematics teachers and discusses issues related to their professional and personal growth such as identity content knowledge and pedagogical content knowledge which also includes knowledge of integrating technology into teaching and learning mathematics Divided into four parts the book focuses on field experiences technologies tools and resources teacher knowledge and teacher professional identities Some of the main threads running through the book are the importance of university and school partners working together to ensure preservice secondary mathematics teacher success in developing pedagogical strategies that lead toward students mathematical engagement and achievement the critical need for preservice secondary mathematics teachers to develop strong content knowledge and pedagogical content knowledge and the importance of providing opportunities during pre service education for developing prospective teachers professional identities

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web celia monsters inc please hold monsters inc i ll connect you ms fearmonger is on vacation would you like her voicemail mike and sulley approach the desk mike oh schmoopsie poo celia turns with a big bright smile so do a collection of snakes which we now realize make up celia s hair celia googly bear her snakes sigh

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web an eye opens and the title monsters inc fades in mike vo nice doggy chuckles nice big doggy sulley sulley open the door open the door cut back to the bedroom mike noooooooooooooow the door opens and sulley grabs mike by the head taking him out ahh

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