



**Educational Technology and Media Leadership Program
and Teacher Librarian Credential Program**
Signature Assignment for ETEC 523
Lesson

Student Learning Outcome(s) Assessed:

SLO #5: Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.

Description of the Signature Assignment

Candidates develop, implement, and assess a **technology-based** lesson that includes supportive resources and assessment.

Directions for Students

For the purposes of this assignment, you will generate a **technology-based** lesson that includes Title, Introduction, Task, Process, Resources, Evaluation using a rubric you create to assess your students' performance, Conclusion). The topic should **pose an essential question**, which needs to incorporate digital citizenship, along with a **Common Core State Standard (or post-secondary content standard)** and an information literacy standard. The resources should include your selected 8-10 digital/web resources arranged into a searchable bibliography; at least one needs to serve as a reference source, one has to be a primary source, one has to be a video clip, and one needs to support diversity. Submit the **technology-based** lesson in html, or web-accessible format (e.g., Google Docs), **and should be well composed and visually appealing.**

Critique a peer's **lesson** using the rubric for this signature assignment, justifying each criterion assessment (**in 1-2 phrases per criterion**).

Scoring Rubric:

Criteria	Missing 0	Introductory 1	Acceptable 2	Proficient 3	Weighting	Score
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1) Overall Instructional Design - 15pts max

Frames the Essential Question	Missing – Cannot score	The question can be answered directly; the focus of the question is knowledge and comprehension; the question has one obvious answer.	The question spans the lower levels of Bloom’s Taxonomy; the student is able to quickly reach a conclusion in response to the question; does not attempt to have students make judgments of evaluate.	The essential question scaffolds learning, spanning Bloom’s Taxonomy; the learner is encouraged to wonder; the learner is encouraged to invent his or her own solution; the essential question builds on prior knowledge.	x1	
Connects To CCSS/content, information literacy, and digital citizenship Standards At Developmentally Appropriate Grade	Missing – Cannot score	Lesson lists items from standards that are peripherally connected to the topic; standards listed are not appropriate to the Lesson; digital/info literacy is not addressed. Material is not developmentally-specific.	Lesson is content standards base; little effort is made to connect to digital/info literacy; standards are related to the Lesson. Material is developmentally appropriate.	Lesson has clearly target content and digital/info literacy standards; standards are directly correlated to the tasks. Material is developmentally targeted.	x1	
Overall Visual Appeal	Missing – Cannot score	There are few or no graphic elements. No variation in layout or typography. Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.	Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.	Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.	x1	
Navigation & Flow	Missing – Cannot score	Getting through the lesson is confusing and unconventional. Pages can’t be found easily and/or the way back isn’t clear. Resources are not searchable as a group.	There are a few places where the learner can get lost and not know where to go next. Resources can be searched as a group.	Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them. Resources are easily searchable as a group.	x1	

Mechanical Aspects	Missing – Cannot score	There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	No mechanical problems noted.	x1	
Sub-total						/15

2) Introduction (3pts max)

Motivational Effectiveness of Introduction	Missing – Cannot score	The introduction is purely factual, with no appeal to relevance or social importance. The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.	The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.	x 0.5	
Cognitive Effectiveness of the Introduction	Missing – Cannot score	The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.	The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.	The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.	x 0.5	
Sub-total						/3

3) Task (6pts max)

Connection of Task to Standards	Missing – Cannot score	The task is not related to standards.	The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.	x1	
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Cognitive Level of the Task	Missing – Cannot score	Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	Task is doable but has limited significance to students' lives. Task requires analysis of information and/or putting together information from several sources.	Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.	x1	
Sub-total						/6

4) Process (6pts max)

Clarity of Process	Missing – Cannot score	Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.	Some directions are given, but there is missing information. Students might be confused.	Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.	X1	
Scaffolding of Process	Missing – Cannot score	The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task. Activities are of little significance to one another and/or to the accomplishment of the task.	Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task. Some of the activities do not relate specifically to the accomplishment of the task.	Process provides students coming in at different levels with strategies and organizational tools to access and gain the knowledge needed to complete task. Activities are clearly related and designed to take the students from basic knowledge to higher level thinking. Checks for understanding are built in to assess whether students are getting it.	X 0.5	
Richness of Process	Missing – Cannot score	Few steps, no separate roles assigned.	Some separate tasks or roles assigned. More complex activities required.	Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.	X 0.5	
Sub-total						/6

5) Resources (12pts max)

Relevance & Quantity of Resources	Missing – Cannot score	Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.	There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.	There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.	X2	
Quality of Resources	Missing – Cannot score	Links are mundane. They lead to information that could be found in a classroom encyclopedia.	Some links carry information not ordinarily found in a classroom.	Links make excellent use of Web timeliness and colorfulness. Varied resources provide enough meaningful information for students to think deeply.	X2	
Sub-Total						/12

6) Evaluation (6pts max)

Clarity of Evaluation Criteria	Missing – Cannot score	Criteria for success are not described.	Criteria for success are at least partially described.	Criteria for success are clearly stated as a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.	x1	
Peer Critique	Missing – Cannot score	Critique addresses most criteria, but have limited or missing justification.	Critique addresses all criteria, and includes valid justification for most criteria.	Critique addresses all criteria, and includes valid, insightful justification for each criterion.	x1	
Sub-Total						/6
Overall Total Score						/48

Legend

Total Points	College of Education Assessment Scale Equivalent
43-48	4 (Exceeds Expectations)
38-42	3 (Meets Expectations)
34-37	2 (Meets Some Expectations)
29-33	1 (Does Not Meet Expectations)
0-28	0 (Can't Score)