**Module 3 Grade Sheet**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Participation – Improving Instruction Introduction Part II**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Item** | **Points Possible** | **Points / Comments** |
| Technology Evaluation | The student created a FlipGrid and explained their reasons for selecting a particular tool | 4 |  |
| The student responded to at least 2 peer’s videos in FlipGrid | 2 |  |
| The student’s contributions and responses were appropriate, thoughtful, and insightful | 4 |  |
| Designing and Redesigning Activities | The student created a FlipGrid and responded to the 5 questions. | 4 |  |
| The student responded to at least 2 peer’s videos in FlipGrid | 2 |  |
| The student’s contributions and responses were appropriate, thoughtful, and insightful | 4 |  |
|  | Total | 20 |  |

**Technology Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s INSTRUCTIONAL SUPPORT menu option | | 1 |  |
| Analysis and evaluation of each tool is thorough and draws upon the three types of Fidelity. All claims are justified. | Tool 1 | 3 |  |
| Tool 2 | 3 |  |
| Tool 3 | 3 |  |
| Tool 4 | 3 |  |
| Comparison considers all tools, the important features of the tool and the criteria used to evaluate the tool. The rational for the selection of a particular tool is well justified. | | 3 |  |
| Webpage includes screen-shots of the four tools. | | 2 |  |
| The page is well written and well formatted. | | 2 |  |
| Total | | 20 |  |

**Designing and Redesigning Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | | **Points Possible** | **Points / Comments** |
| Redesign Activity | Weebly Page is accessible from your site’s INSTRUCTIONAL SUPPORT menu option | 1 |  |
| The description of the original activity is clear and supporting documents are included. | 3 |  |
| The description of the redesigned activity is thorough such that an experienced educator could implement the activity. Links and supporting documents are included if applicable. It is clear the technology is being used in transformative way. | 5 |  |
| The student’s responses the reflection prompts are thoughtful and provide a thorough examination of the activity in relation to the two frameworks. All claims are well justified. | 4 |  |
| The page is well written and well formatted. | 1 |  |
| Other Activity | Weebly Page is accessible from your site’s INSTRUCTIONAL SUPPORT menu option | 1 |  |
| The description of the redesigned activity is thorough such that an experienced educator could implement the activity. Links and supporting documents are included if applicable. It is clear the technology is being used in transformative way. | 5 |  |
| The student’s responses the reflection prompts are thoughtful and provide a thorough examination of the activity in relation to the two frameworks. All claims are well justified. | 4 |  |
| The page is well written and well formatted. | 1 |  |
| Total | | 25 |  |

**Taxonomy in Bloom**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | | | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s INSTRUCTIONAL SUPPORT menu option | | | 1 |  |
| The webpage includes a description of the target population. | | | 1 |  |
| The student provides ample justification for why each example aligns well with the designated level of Bloom’s Taxonomy and is appropriate for the target population. | Remember | Example 1 | 2 |  |
| Example 2 | 2 |  |
| Understand | Example 1 | 2 |  |
| Example 2 | 2 |  |
| Apply | Example 1 | 2 |  |
| Example 2 | 2 |  |
| Analyze | Example 1 | 2 |  |
| Example 2 | 2 |  |
| Evaluate | Example 1 | 2 |  |
| Example 2 | 2 |  |
| Create | Example 1 | 2 |  |
| Example 2 | 2 |  |
| The student’s reflection on the relationship between Blooom’s Revised Taxonomy and the SAMR Model and TPACK is thoughtful and insightful. The student provides an analysis on the types of technology used as examples and the hierarchy of Bloom’s taxonomy. All claims are justified. | | | 4 |  |
| Webpage includes links and screen-shots when appropriate. | | | 2 |  |
| The page is well written and well formatted. | | | 3 |  |
| Total | | | 35 |  |