**Module 5 Grade Sheet**

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

**Participation –- Introduction**

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|  | **Item** | **Points Possible** | **Points / Comments** |
| D2L Discussion Board | The student explained their thoughts on the issue of open resources. | 2 |  |
| The student contributed 1 idea and 1 question to discussion board on D2L | 2 |  |
| The student responded to at least 2 peer’s ideas, examples, or questions in the discussion board on D2L | 2 |  |
| The students’ contributions and responses were appropriate, thoughtful, and insightful | 4 |  |
|  | Total | 10 |  |

**Copyright & Fair Use**

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| **Item** | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s MY PD menu option | 1 |  |
| The webpage includes a description of the target population. | 1 |  |
| The summary includes at least 5 rules/laws and provides a thorough explanation for their selection. | 5 |  |
| Reflection is thoughtful and provides insights into what the student learned while completing this assignment | 2 |  |
| The page is well written and well formatted. | 1 |  |
| Total | 10 |  |

**Online Assessments**

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| **Item** | | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s Teaching Resources menu option | | 1 |  | |
| Online Assessment 1 | A link the tool and an image associated with tool | 1 |  | |
| The description includes the types of questions that are available in the tool, number of students who can us the tool at one time, the type of feedback given to students, the data management, the ease of setting up an assessment in the tool, and whether it allow students to be assessed as a group. | 4 |  | |
| The student provides the ordering information including the differences between the free version and the paid version (if applicable) | 1 |  | |
| A link and screenshots of sample assessment is included and accessible. The students describes the grade level and content you being assessed including the standard(s) (if applicable). | 3 |  | |
| The review and recommendation is appropriate and all claims are supported | 4 |  | |
| Online Assessment 2 | A link the tool and an image associated with tool | 1 |  | |
| The description includes the types of questions that are available in the tool, number of students who can us the tool at one time, the type of feedback given to students, the data management, the ease of setting up an assessment in the tool, and whether it allow students to be assessed as a group. | 4 |  | |
| The student provides the ordering information including the differences between the free version and the paid version (if applicable) | 1 |  | |
| A link and screenshots of sample assessment is included and accessible. The students describes the grade level and content you being assessed including the standard(s) (if applicable). | 3 |  | |
| The review and recommendation is appropriate and all claims are supported | 4 |  | |
| Webpage includes dividers between each of the descriptions of the social media pages | | 1 |  | |
| The page is well written and well formatted. | | 2 |  | |
| Total | | 30 |  | |

**Getting Organized Online**

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| **Item** | | | **Points Possible** | | **Points / Comments** |
| Weebly Page is accessible from your site’s Teaching Resources menu option | | | 1 | |  | |
| Question 1 | Student provides the link and a screen shot to the tool(s) | | 1 | |  | |
| The description of how you could you use the tool(s) to plan and organize your teaching resources is clear and thorough. | | 2 | |  | |
| The explanation for why you plan to use this particular tool(s) is well supported. In your explanation you discuss other tools you considered. | | 2 | |  | |
| Question 2 | Student provides the link and a screen shot to the tool(s) | | 1 | |  | |
| The description of how you could you use the tool(s) to communicate with parents is clear and thorough. | | 2 | |  | |
| The explanation for why you plan to use this particular tool(s) is well supported. In your explanation you discuss other tools you considered. | | 2 | |  | |
| Question 3 | Student provides the link and a screen shot to the tool(s) | | 1 | |  | |
| The description of how you could you use the tool(s) to manage your time is clear and thorough. | | 2 | |  | |
| The explanation for why you plan to use this particular tool(s) is well supported. In your explanation you discuss other tools you considered. | | 2 | |  | |
| Question 4 | Student provides the link and a screen shot to the tool(s) | | 1 | |  | |
| The description of how you could you use the tool(s) to work collaboratively is clear and thorough. | | 2 | |  | |
| The explanation for why you plan to use this particular tool(s) is well supported. In your explanation you discuss other tools you considered. | | 2 | |  | |
| Question 5 | Website 1 | Student provides the link and a screen shot of the website | 1 |  | | |
| Description of the website clear and thorough. | 2 |  | | |
| The explanation for why you plan to use this website is well supported. | 2 |  | | |
| Website 2 | Student provides the link and a screen shot of the website | 1 |  | | |
| Description of the website clear and thorough | 2 |  | | |
| The explanation for why you plan to use this website is well supported. | 2 |  | | |
| Website 3 | Student provides the link and a screen shot of the website | 1 |  | | |
| Description of the website clear and thorough | 2 |  | | |
| The explanation for why you plan to use this website is well supported. | 2 |  | | |
| Webpage includes dividers between each of the questions | | | 1 | |  | |
| The page is well written and well formatted. | | | 3 | |  | |
| Total | | | 40 | |  | |

**Online Professional Development**

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| --- | --- | --- | --- |
| **Item** | | **Points Possible** | **Points / Comments** |
| Weebly Page is accessible from your site’s MY PD menu option | | 1 |  | |
| Ed X | Title, cost and link to the experience is included | 1 |  | |
| The discussion and reflection on how the experience would improve the student’s professional practice and whether the experience is worth the price is clear, thoughtful, and all claims are justified. | 3 |  | |
| Cousera | Title, cost and link to the experience is included | 1 |  | |
| The discussion and reflection on how the experience would improve the student’s professional practice and whether the experience is worth the price is clear, thoughtful, and all claims are justified. | 3 |  | |
| Udemy | Title, cost and link to the experience is included | 1 |  | |
| The discussion and reflection on how the experience would improve the student’s professional practice and whether the experience is worth the price is clear, thoughtful, and all claims are justified. | 3 |  | |
| PBS Teacherline | Title, cost and link to the experience is included | 1 |  | |
| The discussion and reflection on how the experience would improve the student’s professional practice and whether the experience is worth the price is clear, thoughtful, and all claims are justified. | 3 |  | |
| Webpage includes dividers between each of the sites | | 1 |  | |
| The page is well written and well formatted. | | 2 |  | |
| Total | | 20 |  | |

**Social Media Professional Development**

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| --- | --- | --- | --- | --- | --- |
| **Item** | | | **Points Possible** | | **Points / Comments** |
| Weebly Page is accessible from your site’s MY PD menu option | | | 1 | |  | |
| Social Media 1 | Student provides the title and a link to account or #hashtag page | | 1 | |  | |
| The description is through and includes the amount of activity on the page, the various topics discussed, and how following this page would help the student develop as a professional educator. | | 3 | |  | |
| A screen shot of the social media page is included | | 1 | |  | |
| Social Media 2 | Student provides the title and a link to account or #hashtag page | | 1 | |  | |
| The description is through and includes the amount of activity on the page, the various topics discussed, and how following this page would help the student develop as a professional educator. | | 3 | |  | |
| A screen shot of the social media page is included | | 1 | |  | |
| Social Media 3 | Student provides the title and a link to account or #hashtag page | | 1 | |  | |
| The description is through and includes the amount of activity on the page, the various topics discussed, and how following this page would help the student develop as a professional educator. | | 3 | |  | |
| A screen shot of the social media page is included | | 1 | |  | |
| Social Media 4 | Student provides the title and a link to account or #hashtag page | | 1 | |  | |
| The description is through and includes the amount of activity on the page, the various topics discussed, and how following this page would help the student develop as a professional educator. | | 3 | |  | |
| A screen shot of the social media page is included | | 1 | |  | |
| Classmates’ social media | Student selects 4 additional social media pages and provides links to each. | 2 | |  | | |
| Student provides a well-reasoned explanation for following each of the 4 social media pages | 4 | |  | | |
| Webpage includes dividers between each of the descriptions of the social media pages | | | 1 | |  | |
| The page is well written and well formatted. | | | 2 | |  | |
| Total | | | 30 | |  | |