

EDU/SPED-560 Technology Integrated Unit Rubric (Total possible points: 20)

	Exemplary - 4	Accomplished - 3	Developing - 2	Beginning - 1	Non-starter - 0
1 - Unit plan (x1.5)	My unit plan identifies an essential question, relevant state learning standards (including technology standards), relevant assessments, appropriate supporting technology, and lessons necessary to deliver the unit.	My unit plan is missing either an essential question, relevant state learning standards, relevant assessments, appropriate supporting technology, or lessons necessary to deliver the unit.	My unit plan is missing two of the following: an essential question, relevant state learning standards, relevant assessments, appropriate supporting technology, or lessons necessary to deliver the unit.	My unit plan is missing three of the following: an essential question, relevant state learning standards, relevant assessments, appropriate supporting technology, or lessons necessary to deliver the unit.	I did not do a unit plan.
2 - Lesson plan (x1)	My lesson plan follows a standard format plus a section on technology integration that describes how technology will be used in the lesson.		My lesson plan follows a standard format but does not have a technology section.	My lesson plan does not follow a standard format.	I did not do a lesson plan.
3 - Lesson delivery (x1.5)	I delivered an abbreviated lesson from my unit plan that significantly incorporated technology within the allotted time. My technology use was thought out and well-prepared. The lesson was delivered with a minimum of glitches.	I delivered an abbreviated lesson that ran over the allotted time. It demonstrated significant planning, and was delivered with a minimum of technical glitches.	I delivered a lesson, but the technology component did not reflect enough planning and had a number of glitches.	I delivered a lesson, but the technology component was not significant.	I did not deliver a lesson.
4 - Reflection (x1)	I wrote a blog entry reflecting on my unit plan and lesson using the TPCK model. I identified successes, areas to work on, and how the content and pedagogical domains worked with the technological domain.	I wrote a reflective blog entry using the TPCK model, but did not identify problems and successes.	I reflected on successes and issues with my lesson and unit in a blog entry, but did not use the TPCK model.	I wrote a blog entry about my unit and lesson, but it only described what I did and was not reflective.	I did not write a blog posting reflecting on my unit and lesson.