Sample Evaluation Question/Indicator Rubric

The following is a sample 4-level rubric designed by Fayette County (KY) Public Schools in response to the evaluation question "How has technology positively impacted student achievement?" As we have noted throughout this workbook, rubrics need to be keyed to individual evaluation questions and the indicators related to each question. For more information on Fayette County's evaluation process (including *three years* of on-going data collection and analysis), visit their website at **itech.fcps.net/dta/02.htm**

For additional rubric samples, visit the our website at **www.sun-associates.com/eval/sample.html**

	Student Achievement
Question	How has technology positively impacted student achievement?
Basic Indicator	**Use of technology positively impacts and fosters the student's motivation to engage in learning practices that lead to new ways of thinking, understanding, constructing knowledge, communicating results, and acquiring basic skills**
Level 4	Technology is used routinely and seamlessly as a tool for learning. Technology positively impacts and fosters the student's motivation to engage in learning practices that lead to new ways of thinking, understanding, constructing knowledge, communicating results, and acquiring basic skills. Technology is used to inspire critical thinking and the solving of problems relevant to real-life skills with recognition of the tradeoffs inherent in the application of technology in society. Student work parallels the way in which professionals in the work force use technology. Students exercise a high degree of personal judgment in the choice and application of technology to their learning. Teachers support this choice by designing and facilitating a student-centered learning environment which makes use of a wide variety to technology tools.
Level 4 Evidence	Technology is used in all of the ways documented in the previous levels. In addition, the choice of technology tools used in learning is primarily student directed. Students make appropriate choices with regard to when and where to use technology. For example… 1. The student exercises personal judgment in the maximum and most appropriate use of technology to assist problem solving, reasoning, and thinking. 2. Students demonstrate critical thinking and media literacy skills in the use of technology as a research tool.

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Level 3	Students regularly use technology within their learning activities. Fluent use of technology positively impacts and fosters the student's motivation to engage in learning practices that lead to new ways of thinking, understanding, constructing knowledge, communicating results, and acquiring basic skills. Use of technology is equally student directed as it is teacher directed. Students exercise **some** degree of personal choice and judgment in their use and application of technology to learning.
Level 3 Evidence	**As for Level 2, but considerably more advanced uses of technology are demonstrated. For example...** 1. Students use technology tools to solve problems which require the organization and analysis of data (i.e., a graphing calculator, spreadsheet, database, etc.) 2. Students use software to create presentations to communicate effectively (i.e. PowerPoint slide shows, etc.) 3. Students use email to contact experts and communicate with peers about a specific area of interest in order to expand knowledge.
Level 2	Students use **some** technology nearly every day in relation to learning activities. The primary emphasis of technology use is still in the acquisition of basic skills, but there is evidence that the student is beginning to use technology to engage in learning practices that lead to new ways of thinking, understanding, constructing knowledge and communicating results. The vast majority of student technology use is teacher-directed, with students assigned to use particular technology tools, applications, or resources as part of their academic work.
Level 2 Evidence	**As with Level 1, except technology use becomes more routine and regular. More advanced uses begin. For example…** 1. Students use a word processor or appropriate software to enhance the organization of products, and to improve quality (i.e., cut-paste, spell check, grammar checking, etc) 2. Students use technology to solve problems (i.e., a graphing calculator, spreadsheet, database, etc.) 3. Students use technology to improve problem solving, reasoning, and thinking. 4. Students use application programs to discover concepts and relationships, especially in science, math, and social studies. 5. Students use the Internet (download and copy, know useful web sites, and use search engines) and appropriate technologies, such as CD-ROM encyclopedias, as research tools.

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Level 1	The student's **initial use** of technology supports the acquisition of basic skills and increased productivity. All uses of technology are teacher-directed. Teachers weave the use of some technology tools and devices into student lessons and activities.
Level 1 Evidence	1. Students use calculators, games, tutorial, and application programs to practice and acquire basic skills and to increase the depth of understanding of particular subject area curriculum. 2. Students use word processors to write (i.e., cut-paste, spell check, grammar checking, etc) and produce products. 3. Students demonstrate the knowledge of basic application/productivity software such as spreadsheets, databases, and presentation tools. 4. Students begin to explore the Internet and become acquainted with email.