

**Cyber Connection II
ALI Exhibit Rubric**

Author:

Email:

Exhibit Title:

Exhibit ID #:

Date:

Exhibit Rubric Part I – Exhibit Basics

Exhibit Rubric Part II – Exhibit Content – Quality Instruction

Exhibit Rubric Part III – Exhibit Usefulness

Exhibit Review Process:

1. Send email to your Campus Technology Specialist and to mgarffer@newbraunfels.txed.net and pbredewater@newbraunfels.txed.net when you are ready for the Editorial Review Board to review your Exhibit.
2. The Board will use this rubric to rate your Exhibit and complete comments for criterion needing modifications.
3. The Board will send you a copy of your review upon completion.
4. Make modifications to your Exhibit as appropriate and re-submit your Exhibit for approval again.

Using the Rubric for self-review:

1. It will be helpful if you self-review your Exhibits using this rubric.
2. Read the bulleted details for each criteria listed below.
3. For Part I:
Determine whether the Exhibit is ready for approval (3), needs minor modifications (2), or needs further development (1) for each of the criteria.
4. For Part II and III:
Determine whether the Exhibit is Exemplary (4), Quality (3), Developing (2), or Emerging (1) for each of the criteria.
5. Input the appropriate rating for each criterion.

For each criterion that receives a rating less than the top rating (3 or 4) , please write in the comments section clear of recommendations for improvements to the Exhibit.

Exhibit Rubric – Part 1 Exhibit Basics

Exhibit Title:

This Exhibit Rubric addresses the following content factors:

Audience: Who is the intended audience for this Exhibit? To what extent is the Exhibit appropriate for the intended audience?

Purpose: How well does the Exhibit tell a story of the selected Exhibit type?

Meaningful/Compelling Content: To what extent does the Exhibit include a variety of meaningful and compelling media assets?

Voices/Perspective: To what extent does the Exhibit capture the authentic voices and practices of the educators?

Technology: To what extent does the Exhibit show integrated uses of technology?

Connections: To what extent does the Exhibit relate the content so that Viewers can relate and replicate the practice being illustrated?

Economy/Balance: How well is the Exhibit organized?

Punctuation/Grammar/Style/Links: To what extent is the Exhibit error free?

Copyright: To what extent does the Exhibit contain materials that appear to be copyrighted?

For each criterion that receives a rating of 2 or 1, please write in the comments section clear of recommendations for improvements to the Exhibit.

Key:	3 = Ready for approval	2 = Needs minor modifications	1 = Needs further development
Exhibit Criteria	3	2	1
Audience	<ul style="list-style-type: none"> The entire Exhibit is appropriate and useful for an identified audience(s). Videos and resources included are appropriate for the audience. Language and explanations are appropriate for the audience. 	<ul style="list-style-type: none"> Parts of the Exhibit are appropriate and useful for an identified audience. Some of the videos are appropriate and useful to the identified audience. Most language and explanations used are appropriate for the identified audience. 	<ul style="list-style-type: none"> Difficult to determine the audience for the Exhibit. Exhibit is not appropriate for any audience. Videos and resources are not useful by any audience. Language and explanations are not appropriate for any audience.
Rating:	Comments:		
Purpose	<ul style="list-style-type: none"> Exhibit helps to “ignite conversation, imagination, and improvement in education.” Exhibit tells a complete story of the selected Exhibit type. Exhibit will be useful to many educators. 	<ul style="list-style-type: none"> Purpose of the Exhibit is relatively clear. Exhibit tells an adequate story of the selected Exhibit type. Exhibit will be useful to some educators. 	<ul style="list-style-type: none"> Purpose of the Exhibit is not clear. Exhibit does not tell an adequate story of the selected Exhibit type. Exhibit will not be useful to many educators.
Rating:	Comments:		
Meaningful/Compelling Content	<ul style="list-style-type: none"> Exhibit includes a wide variety of meaningful and compelling assets including video, web links, PDFs, and other application files. Video and audio are compelling and meaningful. Exhibit content captures the interest and imagination of the viewer. 	<ul style="list-style-type: none"> Exhibit includes an adequate variety of meaningful assets. Some video and audio is meaningful to the viewer. Some content is compelling enough to capture the viewer’s attention. 	<ul style="list-style-type: none"> Exhibit includes a limited variety of meaningful assets. Video and audio is not meaningful to the viewer. Exhibit content is not compelling enough to capture the viewer’s attention.
Rating:	Comments:		

Key:	3 = Ready for approval	2 = Needs minor modifications	1 = Needs further development
Exhibit Criteria	3	2	1
Voices/Perspective	<ul style="list-style-type: none"> Exhibit captures the authentic voices and practices of the educators in the field. Multiple perspectives (students, teachers, parents, administrators) are provided. 	<ul style="list-style-type: none"> Exhibit captures some authentic practices and voices. Limited perspectives are presented. 	<ul style="list-style-type: none"> Exhibit does not capture authentic practices or voices. Exhibit provides only one perspective on the educational practice.
Rating:	Comments:		
Technology	<ul style="list-style-type: none"> Technology adds to the Exhibit. Video and audio are high quality and easy to view and/or hear. All video assets are 5mb or smaller and 2.5 minutes or less. Video helps the viewer to understand the content of the Exhibit. Assets and links are labeled correctly and have complete explanations. Exhibit shows integrated uses of many technologies. 	<ul style="list-style-type: none"> Some Technology distracts from the Exhibit. Some video and audio are poor quality and difficult to view and/or hear. Most video assets are 5mb or smaller and 2.5 minutes or less. It is difficult to determine the purpose of some of the video. Some assets and links are labeled incorrectly and have incomplete explanations. Exhibit shows integrated uses of some technologies 	<ul style="list-style-type: none"> Technology distracts from the Exhibit. Video and audio are poor quality and difficult to view and/or hear. Many video assets are larger than 5mb or longer than 2.5 minutes. It is difficult to determine the purpose of the video. Assets and links are labeled incorrectly and have incomplete explanations. Exhibit shows isolated uses of technologies.
Rating:	Comments:		
Connections	<ul style="list-style-type: none"> Viewers can relate to the content of the Exhibit and can replicate the practice being illustrated. Viewer will come back on a regular basis to use the Exhibit. 	<ul style="list-style-type: none"> Viewers can relate to some of the content of the Exhibit and can replicate the practice being illustrated. 	<ul style="list-style-type: none"> Viewer finds no connection to the practices illustrated in the Exhibit. Viewer will not return to the Exhibit.
Rating:	Comments:		

Key:	3 = Ready for approval	2 = Needs minor modifications	1 = Needs further development
Exhibit Criteria	3	2	1
Economy/Balance	<ul style="list-style-type: none"> Exhibit is carefully organized. Exhibit does not overwhelm the audience. 	<ul style="list-style-type: none"> Exhibit is moderately organized. Exhibit is slightly overwhelming to the audience. 	<ul style="list-style-type: none"> Exhibit contents is difficult to follow and understand. Exhibit content is overwhelming to the audience.
Rating:	Comments:		
Punctuation/Grammar/Style/Links	<ul style="list-style-type: none"> All spelling is correct. All grammar is acceptable. All text is written in a clear and descriptive style. All links are live. 	<ul style="list-style-type: none"> Most spelling is correct. Most grammar is acceptable. Most text is written in a clear and descriptive style. Most links are live. 	<ul style="list-style-type: none"> There are many spelling errors. There are many grammatical errors. Text is not written clearly or is not descriptive. Many links are broken.
Rating:	Comments:		
Copyright	<ul style="list-style-type: none"> No assets contain any materials that appear to be copyrighted (music, voices, etc.). * 	<ul style="list-style-type: none"> Some assets contain materials that appear to be copyrighted (music, voices, etc.). * 	<ul style="list-style-type: none"> Many assets contain materials that appear to be copyrighted (music, voices, etc.). *
Rating:	Comments:		

*No Exhibit will be approved for publication on the Apple Learning Interchange unless the Exhibitor owns all copyrighted materials appearing in the Exhibit.

**Exhibitors must prove permission to use any materials considered copyrighted (ex. student work, teacher lessons, etc.)

Exhibit Rubric – Part II Exhibit Content – Quality Instruction

Exhibit Title:

This Exhibit Rubric addresses the following content factors:

Important Content - Standards Based: To what extent are the content and Technology Applications TEKS being taught?

Student Centered: To what extent is the lesson student centered, where students work to explore problems and become active knowledge workers who construct their own meaning rather than remain passive knowledge recipients? (Harmon S.W. & Hirumi A., 1996)

Higher Order Thinking: To what extent does the lesson/unit have students doing complex thinking in which they are coming up with different solutions to problems, judging and interpreting data, working with different variables, unknowns, and conflicts. (Basically higher end Bloom's: analysis, synthesis, evaluation)

Meaningful/Problem Based Learning: To what extent is the lesson meaningful to the students beyond the classroom? To what extent are students involved in PBL, an instructional strategy that challenges students to “learn to learn” working collaboratively to seek solutions to real world problems?

Motivating: To what extent does the lesson motivate students to explore concepts learned beyond the classroom?

Student Needs: To what extent are plans for lesson differentiation, lesson modification, and/or addressing “at-risk” student needs articulated?

Assessment: To what extent are both formative and summative assessments defined? Are teacher, peer, and self-assessments included?

Innovation: To what extent does the lesson reflect innovative teaching or reflect new thinking on the part of the teacher?

Parent Involvement: To what extent are parents informed of learning goals, invited to participate, or involved in the learning process?

Reflections: To what extent does the lesson and/or exhibit include reflective practice on the part of the teacher or students?

Social & Ethical & Legal: To what extent does the exhibit lesson reinforce the concerns of social, ethical and legal ramifications of technology and student work?

For each criterion that receives a rating of 3, 2 or 1, please write in the comments section clear of recommendations for improvements to the Exhibit.

Key:		4 = Exemplary Ready for approval	3 = Quality Ready for approval	2 = Developing Needs modifications	1 = Evolving Needs further development
Exhibit Criteria		4	3	2	1
Important Content Standards Based		<ul style="list-style-type: none"> The lesson assignment is directly related to a well-defined and articulated set of content standards and essential concepts. 	<ul style="list-style-type: none"> The lesson assignment is mostly related to a well-defined and articulated set of content standards and essential concepts. 	<ul style="list-style-type: none"> The lesson assignment is somewhat related to a set of loosely defined content standards and essential concepts. 	<ul style="list-style-type: none"> The lesson assignments are unrelated to the central standards and essential concepts. The content standards, themselves, are unclear or over-generalized.
Rating:	Comments:				
Student Centered		<ul style="list-style-type: none"> Students actively contribute in defining essential questions, constructing meaningful, motivating learning experiences. 	<ul style="list-style-type: none"> Teacher defines main objectives and essential questions. Students personalize learning experience and products. 	<ul style="list-style-type: none"> Teacher tells students what they will be doing with minimal passive student input. 	<ul style="list-style-type: none"> Teacher tells students what they are doing with no student input.
Rating:	Comments:				
Higher Order Thinking		<ul style="list-style-type: none"> Students are operating at the synthesis/evaluation levels involving complex thinking strategies (e.g., problem-solving, decision-making, scientific inquiry) that may have relevance beyond the lesson assignment. 	<ul style="list-style-type: none"> Students are operating at the analysis level relating to isolated content that has some application beyond completing the lesson assignment. 	<ul style="list-style-type: none"> Students are operating at the application level with no relevance beyond the completion of the lesson assignment. 	<ul style="list-style-type: none"> Students are operating exclusively at the knowledge/comprehension level in completing the lesson assignment.
Rating:	Comments:				

Key:		4 = Exemplary Ready for approval	3 = Quality Ready for approval	2 = Developing Needs modifications	1 = Evolving Needs further development
Exhibit Criteria		4	3	2	1
Meaningful Beyond the Classroom		<ul style="list-style-type: none"> The lesson assignments are not only relevant to students but they involve a project/activity beyond the classroom that directly impacts the students. A problem/essential question is clearly defined with student input and viable solutions are created and implemented. 	<ul style="list-style-type: none"> The lesson assignments have real world relevance to the students, but they do not apply the learning to a real world situation beyond the classroom. A problem/essential question is clearly defined and solutions are proposed but there may not be carry-over into the real world. 	<ul style="list-style-type: none"> The lesson assignments have some limited real world relevance but they do not allow the students to apply the learning to a real world situation beyond the classroom. A vague problem/essential question is presented but there are no opportunities for solutions. 	<ul style="list-style-type: none"> The lesson assignments do not provide any real world application. No problem/essential question is defined within the lesson assignments.
Rating:	Comments:				
Student Motivating Beyond the Lesson		<ul style="list-style-type: none"> Students play a role in developing the lesson assignment as they have the opportunity to help define the situation as well as the product or solution. Students are clearly engaged and motivated to complete the lesson and explore concepts beyond the classroom. 	<ul style="list-style-type: none"> Students apply what they know to a teacher or learner-generated situation that involves some open-ended opportunities for solving a problem or creating a product. Students are clearly engaged and motivated to complete the lesson. 	<ul style="list-style-type: none"> Students demonstrate what they know only (knowledge level) to a teacher-generated situation which students may not find engaging. This level includes activities that involve merely reporting what they have learned. 	<ul style="list-style-type: none"> Students are presented with a vaguely defined lesson activity that does not provide any challenge for them or engage their curiosity.
Rating:	Comments:				

Key:		4 = Exemplary Ready for approval	3 = Quality Ready for approval	2 = Developing Needs modifications	1 = Evolving Needs further development
Exhibit Criteria		4	3	2	1
Addresses Student Needs		<ul style="list-style-type: none"> Differentiation is clearly defined and involves moderate to significant adjustments and modifications to the lesson assignment based on at risk strategies and interests, readiness, and learner profiles of the students. In addition to individual student differentiation, strategies may also be built in to the lesson for all students, and are clearly defined with explanations. 	<ul style="list-style-type: none"> Differentiation is mostly articulated and involves minimal adjustments or modifications to the lesson assignment based on at-risk strategies and individual student needs. Strategies are built in to the lesson for all students, and are clearly defined with explanations. 	<ul style="list-style-type: none"> Differentiation is mentioned, but there is no evidence of any real adjustments or modifications to the lesson assignment. Strategies are built in to the lesson for all students, but are not clearly defined. 	<ul style="list-style-type: none"> Either there is no differentiation, or any modifications are mentioned vaguely and are completely unrelated to the lesson assignment.
Rating:	Comments:				
Assessment		<ul style="list-style-type: none"> The lesson assignments are clearly defined: the assessment criteria are given so that students understand the expectation of excellence throughout the process. 	<ul style="list-style-type: none"> The lesson assignments are clearly defined, and most of the surrounding activities or supporting materials used to assess the process/product are fully developed. 	<ul style="list-style-type: none"> The lesson assignments are mostly clear, but the surrounding activities or supporting materials used to assess the process/product lack development. 	<ul style="list-style-type: none"> The lesson assignments are not defined or are unclear. They do not include any assessment criteria.
Rating:	Comments:				

Key:		4 = Exemplary Ready for approval	3 = Quality Ready for approval	2 = Developing Needs modifications	1 = Evolving Needs further development
Exhibit Criteria		4	3	2	1
Parent Involvement		<ul style="list-style-type: none"> Parents are informed of the lesson activities and are encouraged to contribute and/or participate. Parent involvement is <u>critical</u> to enhancing and enriching the student learning experience. 	<ul style="list-style-type: none"> Parents are informed of the lesson activities and are encouraged to contribute and/or participate. 	<ul style="list-style-type: none"> Parents are involved in a passive manner. Parents may be informed or invited to visit a performance or activity. 	<ul style="list-style-type: none"> Parents are left out of the lesson activities. Parents are not informed, not invited, not part of the process.
Rating:	Comments:				
Reflective Practice		<ul style="list-style-type: none"> Students are given many opportunities to discuss and share learning both in teacher-guided group and individual student reflections. Students initiate changes to their learning experiences based on reflections. 	<ul style="list-style-type: none"> Students are given opportunities to discuss and share learning both in teacher-guided group and individual student reflections. 	<ul style="list-style-type: none"> Teacher-guided group reflection, without adjustment to lesson assignment or individual student reflection. 	<ul style="list-style-type: none"> There is no opportunity for reflection on the part of the teacher or the students.
Rating:	Comments:				

Key:	4 = Exemplary Ready for approval	3 = Quality Ready for approval	2 = Developing Needs modifications	1 = Evolving Needs further development
Exhibit Criteria	4	3	2	1
Social & Ethical & Legal	<ul style="list-style-type: none"> Teacher and students know and follow Acceptable Use Policy, and use this to apply correct practices within learning assignment. Teacher applies different technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. 	<ul style="list-style-type: none"> Teacher knows and follows Acceptable Use Policy, and uses this to teach and model correct practices with students. Teacher facilitates equitable access to technology resources for all students. 	<ul style="list-style-type: none"> Teacher knows and follows Acceptable Use Policy, but assumes student knowledge without sharing or modeling correct practices with technology. 	<ul style="list-style-type: none"> Teacher shows limited knowledge of the Acceptable Use Policy.
Rating:	Comments:			

Exhibit Rubric – Part III Exhibit Usefulness

Author:	Email:
Exhibit Title:	
Exhibit ID #:	Date:
<p>This Exhibit Rubric addresses the following content factors:</p> <p>Are all elements addressed: Was the “map” followed? Does the exhibit have all the required components: Introduction, Lesson, Standards, Assessment, Student Work, Reflections, Resources/Step Guides/Technology.</p> <p>Lesson Clarity: Instructions within the required components are clear and concise and easy to follow.</p> <p>Replicable: Each required exhibit component is fully developed and all pieces are there, making it easy to duplicate.</p> <p>Exhibit Review Process:</p> <ul style="list-style-type: none">• Same as in Part I <p>Using the Rubric for self-review:</p> <ul style="list-style-type: none">• It will be helpful if you self-review your Exhibits using this rubric.• Read the bulleted details for each of the criteria listed below.• Determine whether the Exhibit is Exemplary (4), Quality (3), Developing (2), or Emerging (1) for each of the criteria.• Input the appropriate rating for each criterion. <p><i>For each criterion that receives a rating of 3, 2 or 1, please write in the comments section clear of recommendations for improvements to the Exhibit.</i></p>	

Key:	4 = Exemplary Ready for approval	3 = Quality Ready for approval	2 = Developing Needs modifications	1 = Evolving Needs further development
Exhibit Criteria	4	3	2	1
Follow the Map	<ul style="list-style-type: none"> Has more than the required exhibit components. 	<ul style="list-style-type: none"> Has all the required exhibit components: Introduction, Lesson, Standards, Assessment, Student Work, Reflections, Resources/Step Guides/Technology. 	<ul style="list-style-type: none"> Has most of the required exhibit components. 	<ul style="list-style-type: none"> Has few of the required exhibit components.
Rating:	Comments:			
Lesson Clarity	<ul style="list-style-type: none"> Instructions within the required components are clear and concise and easy to follow. Additional component instructions are clear and concise and easy to follow. 	<ul style="list-style-type: none"> Instructions within the required components are clear and concise and easy to follow. 	<ul style="list-style-type: none"> Instructions within the required components are long and wordy, or somewhat vague. 	<ul style="list-style-type: none"> Instructions within the required components are incomplete or absent all together.
Rating:	Comments:			
Replicable	<ul style="list-style-type: none"> Each required exhibit component is fully developed and all pieces are there, making it easy to duplicate. Additional components are fully developed and add to the ease of duplicating the lesson. 	<ul style="list-style-type: none"> Each required exhibit component is fully developed and all pieces are there, making it easy to duplicate. 	<ul style="list-style-type: none"> Some required exhibit components are not fully developed and therefore not easy to duplicate. 	<ul style="list-style-type: none"> Most required exhibit components are undeveloped. Duplication is impossible.
Rating:	Comments:			

Exhibit Rubric – Scoring Summary

Exhibit Title:

Part I Exhibit Basics:

Requires a score of 3 in each category for publication.

Audience:	
Purpose:	
Meaningful/Compelling Content:	
Voices/Perspective:	
Technology:	
Connections:	
Economy/Balance:	
Punctuation/Grammar/ Style/Links:	
Copyright:	

Part III Exhibit Usefulness:

Requires a score of 3 or 4 in each category for publication.

Follow the Map	
Lesson Clarity	
Replicable	

Part II Exhibit Content -Quality Instruction:

Requires a score of 3 or 4 in each category for publication.

Important Content - Standards Based:	
Student Centered:	
Higher Order Thinking:	
Meaningful & Problem Based Learning:	
Motivating:	
Student Needs:	
Assessment:	
Parent Involvement*:	
Reflective practice	
Social & Ethical & Legal:	
*Currently a 2 is acceptable for this component until further training.	

Comments: