Rubric – Category D
Educator Category
CURRICULUM COACH

	DISCOVERER 0-3 points	INTEGRATOR 4-6 points	INNOVATOR 7-10 points	WEIGHT
Category Score Educator	Use of technology is not engaging or essential to learning. Project demonstrates minimal evidence of student higher level thinking.	Use of technology is engaging, but not essential to students' learning. Project demonstrates little evidence of students' higher level thinking.	Use of technology is effective and essential to student learning. Project includes a lesson plan and assessments designed to measure students' higher level thinking.	**X3**
Digital Presentation 1. Summary of Project 2. Curriculum Standards 3. Citations 4. Hardware/Software 5. Other – lesson plans, photos, etc.	Digital presentation meets few requirements	Digital presentation meets most requirements.	Digital presentation is organized and meets all requirements.	**X2**
ORAL PRESENTATION **Analysis and Evaluation of Project**				
Curriculum Standards **Questions for Educator:** a. What were the learning goals of the project? b. How did the project contribute to student learning?	Educator (or student representative) has difficulty explaining how the project contributed to student learning.	Educator (or student representative) can explain some ways the project contributed to student learning.	Educator (or student representative) can elaborate on ways the project contributed to student learning.	**X1**
Digital Citizenship/ Research **Questions for Educator:** a. What is digital citizenship? b. Why is it important for a teacher to advocate, model, and teach safe, legal, and ethical use of digital information and technology to students?	Educator (or student representative) has difficulty explaining the meaning of digital citizenship.	Educator (or student representative) can explain the meaning of digital citizenship but can not elaborate on the process used to teach age-appropriate digital citizenship to students.	Educator (or student representative) can explain the importance of advocating, modeling, and teaching safe, legal, and ethical use of digital information and technology to students.	**X1**

	APPRENTICE 0-3 points	QUALIFIED 4-6 points	EXPERT 7-10 points	WEIGHT
Oral Presentation – Enthusiasm	Educator (or student representative) lack(s) interest in explaining the project.	Educator (or student representative) display(s) enthusiasm for the project but appear(s) uncertain in answering the judges' questions.	Educator (or student representative) is/are excited about the project and can confidently answer judges' questions about the project.	**X1**
ORAL PRESENTATION **Analysis and Evaluation of Project**				
Understanding the Project **Questions for Educator:** **a.** How did the project encourage students to use higher level thinking in their learning? b. Describe the assessments and explain how they elicited students' higher level thinking.	Educator (or student representative) has difficulty explaining both the higher order thinking processes the project required of students and how the assessments elicited students' higher level thinking.	Educator (or student representative) has difficulty explaining either the higher order thinking processes the project required of students or how the assessments elicited students' higher level thinking.	Educator (or student representative) can explain how the project encouraged students to use higher level thinking in their learning and how the assessments elicited the students' higher level thinking.	**X1**
Technical Operations and Concepts **Questions for Educator:** a. Why was the specific software, Web 2.0 tool, application, etc. and/or equipment used for project? b. How did the technology used contribute to student learning? c. What other technologies could have been used as successfully to create this project?	Educator (or student representative) shows little knowledge of the software and hardware used. Educator is unable to explain other technologies that may have worked as well.	Educator (or student representative) discusses how the software and hardware used contributed to the project's success and student learning. Educator has/ difficulty explaining other technologies that may have worked as well.	Educator (or student representative) discusses how the software and hardware used contributed to the project's success and students' learning. Educator demonstrates understanding of a variety of technologies.	**X1**