

Web Institute for Teachers 2003

Curriculum Web Content Rubric

Components	Excellent 3 points	Satisfactory 2 points	Needs Improvement 1 point	Unacceptable 0 points	Self/Peer/Team Evaluation	Mentor Evaluation
Thinking Skills	<p>Completion of activities or assessments requires students to: synthesize, generalize, take a position, or create a project that clearly demonstrates learning.</p> <p>Think creatively about how to apply information to a local situation.</p> <p>Self-assess, revise, and strategize next steps.</p>	<p>Completion of activities or assessments requires students to synthesize information from a variety of sources.</p> <p>Think creatively about how to apply information to a local situation.</p>	<p>Completion of activities or assessments requires some comprehension of the material but does not focus on higher order thinking skills.</p>	<p>Completion of activities or assessments requires no higher order thinking skills or creative uses of information.</p>		

<p>Academically Sound</p>	<p>All of the information presented is accurate, current, and clearly presented.</p> <p>Reference sources are cited and permissions granted if applicable.</p> <p>Content is free of bias.</p> <p>Content of linked sites are relevant and also academically sound.</p>	<p>The content of the page is academically sound.</p> <p>Information presented is accurate and current.</p> <p>Facts are clearly presented.</p> <p>No credit is given for sources used.</p>	<p>The content of the page is academically sound.</p> <p>Information presented is accurate and current.</p> <p>Facts are not clearly presented.</p> <p>No credit is given for sources used.</p>	<p>The content of the page is not academically sound.</p>		
<p>Standards</p>	<p>Goals and objectives as stated in the teaching guide have guided the development of the content, activities, and assessments of this module.</p> <p>All of the learning experiences relate to the overall goal of the unit.</p>	<p>Standards have guided the development of the content and some activities.</p> <p>Learning experiences relate to the overall goal of the unit.</p>	<p>Standards have guided the development of the content.</p> <p>Not all of the learning experiences relate to the overall goal of the unit.</p>	<p>Standards have not guided the development of the content and activities.</p> <p>The learning experiences are not related to the overall goal of the unit.</p>		

<p>Assessments</p>	<p>Assessment is clearly related to the stated goals, objectives, and aims.</p> <p>A rubric is used so students know the expectations.</p> <p>Many of the assessments are interactive.</p> <p>Assessment is ongoing and authentic.</p> <p>Progress, projects, skills, and ability to apply new concepts are assessed.</p> <p>Assessments will provide a complete picture of what students know and understand as a result of completing the module.</p>	<p>Assessment is clearly related to the stated goals, objectives, and aims.</p> <p>A rubric is used so students know the expectations.</p> <p>Some assessments may be interactive.</p> <p>Assessment is not ongoing or authentic and thus does not provide a complete picture of what the students have learned and accomplished.</p>	<p>Assessment is clearly related to the stated goals, objectives, and aims.</p> <p>Some of the assessments may be interactive.</p> <p>A rubric is not used so expectations are not clear to the students.</p> <p>Assessment is not ongoing and authentic.</p>	<p>Assessment may not be clearly related to the stated goals, objectives, and aims.</p> <p>A rubric is not used.</p> <p>Assessment may be limited to an end-of-unit test.</p>		
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<p>Activities</p>	<p>Use of the page will enrich and expand the user's imagination.</p> <p>Cooperative group work is encouraged.</p> <p>Activities are student centered and engaging.</p> <p>Learning experiences keep the students interest and relate to the overall goal of the unit.</p> <p>Completion of the activities requires students to use higher order thinking skills.</p>	<p>Learning activities are student centered and engaging.</p> <p>Completion of the activities does not require students to use higher order thinking skills.</p>	<p>Completion of the activities does not require students to use higher order thinking skills.</p>	<p>The activities are not student centered or engaging.</p> <p>Students are not required to use higher order thinking skills to complete the activities.</p>		
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Technology Integration	Technology integration is high and adds significantly to the quality of the unit.	Technology integration is high and adds significantly to the quality of the unit.	Technology integration is minimal and adds only slightly to the quality of the unit.	This unit could easily be accomplished without the use of technology.		
	The unit cannot be completed without use of the Internet.	There are many interactive activities.	Very few activities are interactive.	Online activities are equivalent to worksheets and can easily be transferred to a paper/pencil assignment.		
	Activities are interactive.					

Self/Team's General Comments	Mentor's General Comments

Write the total points awarded for Curriculum Web Content components.

Self Evaluation:

Mentor Evaluation:

Web Institute for Teachers 2003

Curriculum Web Teaching Guide Rubric

Components	Excellent 3 points	Satisfactory 2 points	Needs Improvement 1 point	Unacceptable 0 points	Self/Peer/Team Evaluation	Mentor Evaluation
Introduction	Concise and clearly stated introduction that will engage the user.	Introduction is clearly stated but not engaging.	Introduction does not draw a clear picture of what the curriculum web is about.	Introduction is missing or incomplete.		
Aim	Concise and clearly stated purpose. Includes audience and topic. No more than 2 sentences.	Aim states the topic and purpose but is not concise.	Aim does not clearly state the topic and purpose of the curriculum web.	Aim is missing or incomplete.		
Rationale	Concise and clearly stated. Includes specific points supporting the aim. Includes assessment of needs.	Rationale is weak on specific support for achieving the aim based on an assessment of needs.	Rationale is not clearly related to the aim statement.	Rationale is missing or incomplete.		

Audience	Clearly stated audience indicating age or grade level and skill level if appropriate.	Audience is defined too broadly, needs to be more specific.	Audience is missing relevant information, either grade/age or skill level.	Intended audience is not indicated.		
Prerequisites	Clearly stated prerequisites addressing necessary prior knowledge, skills, and attitudes of learners.	Prerequisites do not take all necessary skills into account needed to complete the curriculum web.	Prerequisites stated are limited to skills, missing prior knowledge and attitudes of learners.	Prerequisites are missing or incomplete.		
Subject Matter	Clearly stated designation of content area and facts to be learned. Example: Math – inverse relationship between addition and subtraction	Subject area is present but specific topics are stated too broadly. Example: Math – addition and subtraction	Subject matter states the subject area but not the skills to be learned. Example: Math	Subject matter is missing or incomplete.		
Goals and Objectives	Goals and objectives are clearly related to the stated aim and the planned activities. Includes state and/or local goal statements (not just numbers) and behavioral objectives.	Goals and objectives present but do not all clearly relate to the stated aim or planned activities in the curriculum web. Includes state and/or local goal statements and behavioral objectives.	Goals and objectives are not clearly stated and are missing either the state and/or local goals or behavioral objectives.	Goals and objectives are missing or incomplete.		

Instructional Plan	Complete, concise and clearly stated sequence of activities. Student and teacher roles described.	Instructional plan describes activities and students role but not the teacher role.	Instructional plan lists activities but does not describe the role of the teacher or students.	Instructional plan missing or incomplete.		
Materials	Complete list of materials and resources needed on- and offline to complete the curriculum web.	Materials missing 1-2 components necessary for successful completion of the unit.	Materials missing 3 or more necessary components necessary for successful completion of the unit.	Materials not listed.		
Assessment	Assessment is clearly related to the stated goals and objectives. Utilizes a variety of tools/methods for ongoing assessment of student learning: embedded, authentic, and project based assessments, opportunities for self or peer assessment, use of rubrics, and other alternative assessments.	Assessment is clearly related to the stated goals and objectives. Does not adequately utilize alternative forms of assessment to provide an accurate picture of student learning and achievement.	Assessment not clearly related to the stated goals and objectives. Tools used will not provide a comprehensive picture of student learning and achievement. Only uses traditional end of lesson tests.	Assessment is missing or not related to the stated goals and objectives.		

Appendices	Appendices provide relevant, helpful information or resources. Includes bibliographic information.	Appendices relevant but missing bibliographic information.	Appendices are not relevant to the topic or aim of the curriculum web.	Appendices missing.		
Evaluation	Evaluation tool provides opportunity for evaluation of the curriculum web as a whole and of the parts. Includes a form for comments.	Evaluation questions are clearly written. Missing form for comments.	Evaluation is complete but the questions are not clearly stated and concise. May be missing the form for comments.	Evaluation tool is not provided.		

Self/Team's General Comments	Mentor's General Comments

Write the total points awarded for Curriculum Web Teaching Guide components.

Self Evaluation:

Mentor Evaluation: