Tools For the Development of Instruction: Rubric
Moodle or Other CMS

Design – 10 points

Effectiveness of Design - Headings or font characteristics should be used to indicate the hierarchy on the page. Indents, headings, blank lines, and other spacing should be used in such a way as to make the pages easy to read and understand.

0	1	2
There is no evidence that the use of headings, font characteristics, or spacing was used to make the pages easy to use.	Page sections are clearly delineated. Some level of hierarchy or chunking of related materials is evident.	The hierarchy of the page is clearly evident at first glance. Related materials are clearly grouped in a logical relationship. The method of organizing information is evident and consistently employed.

The Moodle is clearly designed for optimum navigation. It is evident the order the student must go in. All materials for each lesson are grouped under that lesson and they are arranged in the order the students will need to complete them. The directions under each section are clear and concise for the students to follow.

Navigation and Flow - Verbiage used as hyperlinks clearly conveys the purpose of the hyperlink (ie – "teacher resources" as opposed to using "click here"). When images are used as hyperlinks, a text version of the same hyperlink is also included. A convenient system of navigating between pages has been employed. All links function (open in new window, download, etc.) according to a consistent scheme that can be described.

0	1	2
Verbiage used in hyperlinks is vague or confusing. No navigation in addition to Moodle's default navigation is employed. One or more images are used as hyperlinks without associated text link option.	Verbiage used in hyperlinks is generally clear with a few exceptions. Outside sites open in a new window.	Verbiage used in hyperlinks is always clear and intuitive. Navigation in addition to Moodle's default navigation has been employed where useful. Links between pages are employed in an effective and consistent manner. Resources open/download in a consistent manner that can be articulated.

All verbiage and hyperlinks are clear and intuitive. The Moodle default navigation has been employed and each page has been hid/unhid when needed. The resources have been placed in both PDF and Microsoft Word files for students who are accessing this Moodle on various devices. The students are also give two ways to submit their work, via the site or via Google Docs, again, giving them a choice depending on the device they are accessing the site off of.

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Mechanical/Technical Aspects - Images and/or video clips load correctly. Hyperlinks function correctly. Spelling and grammar are correct on all pages.

0	1	2
Two or more links or images do not load correctly. Spelling and or grammatical errors occur on a number of pages throughout the site.	All links and images function correctly. No more than two spelling or grammatical errors occur throughout the site.	All links and images function correctly.

All links and images function correctly and there are no spelling/grammar errors in English or Spanish on the site.

Required Elements - All html pages pages must include information to identify the author, an email link to the author, last updated information, and a disclaimer. Any graphic obtained from an outside source must be sourced at the bottom of the page on which it is used. Additional resources are sourced on a credits page.

0	1	2
Some pages are missing the required properties.	The web site has no more than 5 missing properties. Sources are sited but format is incomplete..	All properties are included on all pages. Images are sited on the page used and are in either APA or MLA format.

All worksheets are original creations of the teacher. Any images that are used within the PowerPoints in the Moodle are cited in the PowerPoints in the notes in MLA format. The homework page of the MSET student has all information of the author, last updated information and disclaimer in addition to properly citing the background image used on the page.

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Effectiveness of Home Page - The home page provides a clear vision of the purpose of the web site. It draws the user in by appealing to the interests of the intended audience. The home page describes a compelling essential question.

0	1	2
Page lacks a clear description of either the purpose of the essential question addressed in the site.	The purpose of the site and the essential question are stated but not developed. Little evidence exists that the page attempts to engage the audience by appealing to their interests.	The purpose and essential question are included and well developed. They are related to issues larger than the site objectives and attempt to engage the user in an investigation of a complex and wide ranging issue. Verbiage draws user into a scenario or situation well suited to stimulating audience interest.

The verbiage of the site is appropriate and stimulating to the audience. The purpose of the site is stated for the students as well as the essential questions. You will find the essential questions, unit questions, content questions as well as any teacher information in the Teacher Book located on the main page of the site.

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Content – 40 points

Scaffolding of Activities - Activities are included that take the user from basic knowledge through the creation and evaluation of a new and unique construct. Activities are designed so that they provide the student with the appropriate support to successfully demonstrate mastery of the desired objectives. Formative and summative assessment elements are included in each activity to assess student progress as they move up the scaffold.

0	2	5
Activities are unconnected / disjointed or do not build on each other. They do not, in and of themselves, provide the necessary knowledge/skills to accomplish subsequent tasks.	Activities are logically sequenced and build on prior skills. Each activity provides some knowledge or skill required to accomplish the next subsequent step.	Activities are present and clearly designed to take students from basic knowledge to higher-level skills. Checks for understanding are built in so the user and instructor can assess progress during each activity.

All the activities throughout the unit are designed to take the students from basic knowledge level to the higher creation level of Bloom's Taxonomy. The teacher is able to assess the students and provide feedback as they go.

Quality and Relevance of Resources - A substantial number or outside resources are provided. They are age-appropriate and, in combination with original content, clearly and specifically supports student mastery of project objectives throughout the scaffold.

0	2	5
Resources may not be present, may not be closely related to student tasks, or may not be sufficient for students to accomplish tasks involved in the project.	There is some connection between the resources and the information needed for students to accomplish the desired outcomes. Some resources may not offer additional information to amplify student understanding or some desired outcomes may not be supported with either outside resources or original content.	There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the expected outcomes. Every resource offers new information or a new connection to information to enhance meta-cognition. Resources compliment original content to provide the rich resources supporting the mastery of each task.

All resources given in each lesson support the lesson in so far as they provide a way for the students to learn, practice and produce in each lesson. The majority of the

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Quantity and Quality of Original Content - Substantial original content has been created. It is well organized, age-appropriate, and in combination with outside resources clearly and specifically supports student mastery of project objectives throughout the scaffold

0	2	6
Project has minimal original content. All or most of the project created from links or citations. Little creativity and/or original writing is included.	Project contains few pages of original content. Some creativity and/or original writing is included.	Project contains substantial original content to augment and support outside resources. Original content is audience appropriate, well organized, and well written. It provides learning opportunities that exceeds those available through outside resources and inspires students to think outside the parameters of the tangible outcome.

The original content as well as the supporting resources are all age appropriate and well organized and well written. They provide opportunities for learning and allow the students to think outside the paramaters of tangible outcome. Conjuguemos allows for an alternative practice to paper worksheets for the students and the projects allow the students to get creative with the material to use it in a way that will stick with them.

Process/Differentiation of Activities - Student process in accomplishing desired outcomes should be clearly stated in age-appropriate language. All activities contain clear, concise directions that emphasize key objectives. Differentiation of instruction is clearly evident through three or more examples of activities that have been or could be modified to accommodate learners with differing needs.

0	2	5
Activity or process is not clearly stated. It may assume steps or be poorly sequenced. No option for differentiated outcomes.	Each step of process is clearly stated in proper sequence so that needed knowledge/skills would logically be acquired by the user. Minimal choices for differentiation.	Directions are accurate, explicit, clearly stated, and written in age-appropriate language. Three or more examples of differentiated activities and/or student outcomes are clearly evident.

All directions are clear, explicit and written in age appropriate language. There are several examples of differentiated activities as well as examples of what is expected of them. The outcomes of each project are clearly evident.

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Teacher Created Student Model - With the exception of activities that focus on the lower level skills of knowledge and comprehension, each activity in the scaffold should include a model that illustrates mastery of the desired objectives. Attention should be drawn to the key elements of the model that prove mastery.

0	2	5
No student models are included.	Poor or incomplete models of student projects are included or models of some activities are missing or incomplete.	Models of completed student activities are present and clearly illustrate mastery of desired objectives. Model is an excellent example of constructivist thinking and should compel students to produce similar work.

There are models of the completed student activities complete with videos to model what is expected of them. The models have completed all of the objectives of the projects to demonstrate what is expected of them.

Method of Assessment - Assessment checkpoints are included for each activity within the scaffold. These assessment tools are available to students throughout the project and instruct students in the completion of the project at a high level.

0	2	6
Rubrics or outcome measures are missing, incomplete, unclear and/or are too rigid to serve as good instructional tools. They don't allow for differentiation or for constructivist thinkers to create unique products.	Rubrics or other outcome measures are present for most activities, are targeted to project objectives, and generally provide students with information to help them identify and pursue project objectives.	Rubrics or other outcome measures are present for each activity, are clearly written and easy to understand, and provide superior ongoing formative assessment to the student. The standards against which the student outcomes are measured are set high and are embrace the concepts of meta-cognition and constructivist thinking.

Within each day of work, there are checkpoints to assess if the understanding the students have of the material taught that day. The rubrics are clearly written to explain the objectives and requirements of the projects and there is a buildup from easy to harder as the students move through the lessons, easy being the homework and worksheets, harder being the assessments such as projects and tests. The students are expected to perform high and to expand their knowledge on their own by utilizing their dictionaries.

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Pedagogy/Citations - The project includes citations in correct APA or MLA format for all graphic elements or other outside resources *contained within* your site. These resources will be cited in appropriate locations as described in the rubric. One page will be set aside for references to and discussion of the pedagogy utilized in your site including such elements as: Booms Taxonomy, multiple intelligences, learning styles, brain-based learning, differentiation of instruction, essential questions, correlation to standards, and other elements of pedagogy.

0	2	5
No citations or citations not in appropriate formats. References to a pedagogical perspective of the project are not included	Citations included but not in correct format or location. Some reference to pedagogy included on a "teachers page" somewhere in the site.	All citations are in included, are in their proper location, are in appropriate format, are cited correctly. A thorough analysis of pedagogical elements of the project is included in a "teacher's page" somewhere in the site.

All citations are properly cited and are included on a citation page. The "teacher" book on the site has all the lessons that would be used to teach this unit virtually as well as a detailed explanation of al the pedagogical elements of the project.

Student Outcome - Student outcomes for each activity are clearly referenced to New Jersey Core Curriculum Content Standards or other appropriate standards.

0	1	3
Student outcomes or tasks are not related to standards.	Standards are referenced but student outcomes are not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	Student outcomes or tasks are referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.

Student outcomes are directly correlated and referenced in the lessons within the teacher book. They are clearly connected to the outcomes the standards dictate must be met in order to achieve proficiency.