

Rubrics for TPS Web Primary Source Project Published on the Web

Your final project is a lesson(s) that will be developed and displayed on your own Web site hosted by the GSU-TPS Server located at the IT-GSU Department. Based on what you select to use within your curriculum, the lesson can last more than one class period. Remember you need to develop a lesson or lessons that you will use with your students, reflect, and report how it works. There are seven Web pages in your Web site lesson: index, about me, instructional design page, students enter here, primary sources, resources, and site map. The terms “project” and “lesson” are used interchangeably in some of these descriptions.

Score	Web Pages	3	2	1	0	Comments
	“Index” Web Page (Home page)	Project Overview explains what you are doing in such a way that will invite your readers to want to view your work, who the lesson is created for, a primary source photo related to your topic, and a PowerPoint overview of your lesson.	Project Overview explains what you are doing in such a way that will invite your readers to want to view your work, a primary source photo related to your topic, and a PowerPoint overview of your lesson.	Project Overview explains what you are doing in such a way that will invite your readers to want to view your work, a PowerPoint overview of your lesson.	Only has one of the four requirements.	
	“About Me” Web Page	Insert information that you want to share about you as a teachers. If you have another professional Web site, you can add the link. Include a photo of yourself.			Missing or unclear	

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	“Instructional Design” Web page will include the framework of the lesson.	The framework Includes all of the following: 1.Lesson Title 2. Author is your Name 3. Subjects & 4. Grade level(s), 5. Time Required (How many teaching periods of how many minutes each?),	Includes only four of the following: 1.Lesson Title 2. Author is your. Name 3. Subjects & 4. Grade level(s), 5. Time Required (How many teaching periods of how many minutes each?),	Includes only three of the following: 1.Lesson Title 2. Author is your. Name 3. Subjects & 4. Grade level(s), 5. Time Required (How many teaching periods of how many minutes each?),	Includes only two of the following: 1.Lesson Title 2. Author is your. Name 3. Subjects & 4. Grade level(s), 5. Time Required (How many teaching periods of how many minutes each?),	
	“Instructional Design” Web page includes the “Lesson Overview”.	The Lesson Overview: 1. <i>describe the learning activities - what students will do. (explain in terms of content and multidisciplinary when appropriate, and create an intrinsic need to know process). Some ideas are to explain the authentic use.</i> 2. <i>The core of the lesson <u>must</u> consist of students analyzing four or more primary sources. This process includes how the task is going to be accomplished, what the students are doing, and what the teacher is doing.</i>	The Lesson Overview: 1. <i>describe the learning activities - what students will do. (explain in terms of content and multidisciplinary when appropriate, and create an intrinsic need to know process). Some ideas are to explain the authentic use.</i> 2. <i>The core of the lesson <u>must</u> consist of students analyzing three or more primary sources. This process includes how the task is going to be accomplished, what the students are doing, and what the teacher is doing.</i>	The Lesson Overview: 1. <i>describe the learning activities - what students will do. (explain in terms of content and multidisciplinary when appropriate, and create an intrinsic need to know process). Some ideas are to explain the authentic use.</i> 2. <i>The core of the lesson <u>must</u> consist of students analyzing two or more primary sources. This process includes how the task is going to be accomplished, what the students are doing, and what the teacher is doing.</i>	Missing this section or unclear	

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Score	Web Pages	3	2	1	0	Comments
	“Instructional Design” Web page includes a “Learning Goal”	Goal of the Lesson <i>(Provide a broad statement of what the lesson will accomplish.)</i>	Goal of the Lesson <i>(Provide a broad statement of what the lesson will accomplish.)</i>	Goal of the Lesson <i>(Provide a broad statement of what the lesson will accomplish.)</i>	Missing this section or unclear	
	“Instructional Design” & the “Students Enter Here” Web pages includes “Learning Objectives”	<i>Begin each learning objective with “After completing the lesson students will be able to... The objectives are related to the Learning Goal.</i>	<i>Begin each learning objective with “After completing the lesson students will be able to Most objectives are related to the Learning Goal.</i>	<i>Begin each learning objective with “After completing the lesson students will be able to...”. Few objectives Are related to the Learning Goal.</i>	Missing this section or unclear	
	“Instructional Design” & the “Students Enter Here” Web pages includes Investigative Question(s)	Investigative questions provide focus and challenge specific to an inquiry-based learning experience; relates directly to the goal and objectives; invites emerging/changing answers throughout investigation.	Investigative questions provide focus and challenge specific to an inquiry- based learning experience; relates somewhat to the goal and objectives; invites emerging/changing answers throughout investigation.	Investigative questions provide focus and challenge specific to an inquiry- based learning experience; relates somewhat to the goal and objectives; invites somewhat emerging/changing answers throughout investigation.	Missing this section or unclear	
	“Instructional Design” Web page must include “Alignment to Standards”.	Illinois Learning Standards are stated with the goals and benchmarks identified. National Technology Standards for Students (NETS) are stated. Other National Standards may be selected.	Illinois Learning Standards are stated with the goals identified. No benchmarks are indicated. National Technology Standards for Students (NETS) are stated. Other National Standards may be selected.	Illinois Learning Standards are stated with the goals identified. No benchmarks are indicated. No National Technology Standards are identified. Other National Standards may be selected.	Missing this section or unclear	

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	“Instructional Design” & Student Enter Here Web pages include “Assessment and Evaluation”	Assessment includes performance based and multiple opportunities to demonstrate their learning. How will the teacher evaluate student learning performances?	Assessment includes performance based and one other opportunity to demonstrate their learning. How will the teacher evaluate student learning performances?	Assessment is only a test at the end of the lessons and units. How will the teacher evaluate student learning performances?	Missing this section or unclear	
	“Instructional Design” Web page includes Materials used.	Identify them purpose etc of the Primary sources used. Include rationale for inclusion. Provide names or descriptions of analysis tools that might be used.	Identify them purpose etc of the Primary sources used. Include rationale for inclusion.	Identify them purpose etc of the Primary sources used	Missing this section or unclear	
	“Instructional Design” Web page includes a Description of the Procedure.	Describe how the lesson will be implemented. A bulleted is suggested.	Describe how the lesson will be implemented. A bulleted is suggested	Describe how the lesson will be implemented. A bulleted is suggested	Missing this section or unclear	
	“Resources” and “Student Enter Here” Web pages include a list of Resources. On the “Student Enter Here” Web page, these resources will be integrated throughout the lesson.	Identifies Resources Used (<i>Identify any key resources that will be used to obtain background knowledge for the lesson or to engage in extension activities.</i>) Includes multiple resources from the LOC, other Internet sites, books, and other resources (like guest mentors)	Includes multiple resources from the LOC, and two others from Internet sites, books, and other resources (like guest mentors)	Includes multiple resources from the LOC, and one other from Internet sites, books, and other resources (like guest mentors)	Missing this section or unclear	

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Score	Web Pages	3	2	1	0	Comments
	“Instructional Design” Web page includes Management of Students	Student management includes all of these: working in cooperative groups, partners, and/or independently.	Student management includes two of these: working in cooperative groups, partners, and/or independently.	Student management includes only one of these: working in cooperative groups, partners, or independently	Missing or not clearly explained.	
	“Instructional Design” Web page includes Extensions	Briefly identify three other activities that you would like to include that demonstrate the extension of this lesson plan in other content areas and/or for differing ability levels needed.	Briefly identify three other activities that you would like to include that demonstrate the extension of this lesson plan in other content areas and/or for differing ability levels needed.	Briefly identify three other activities that you would like to include that demonstrate the extension of this lesson plan in other content areas and/or for differing ability levels needed.	Missing or not clearly explained.	
	“Student Enter Here” Web page(s) includes:	Student Web page(s) include handouts for students, interactive activities, and Internet sites for student use. Include inquiry questions.	Student Web page(s) include two of these: handouts for students, interactive activities, and Internet sites for student use	Student Web page(s) include only one of these: handouts for students, interactive activities, and Internet sites for student use	Missing or not clearly explained.	
	“Primary Sources” Web page	The table has at least four-five images that link to the collections, descriptions, and citations	The table has at least two -three images that link to the collections, descriptions, and citations.	The table has only one image that links to the collections, descriptions, and citations.	Collections, descriptions, or citations are missing.	
	“Primary Sources” Web page includes	All images have an ALT tag that describes the image and its link for people visually impaired.	Most images have an ALT tag that describes the image and its link for people visually impaired.	Few images have an ALT tag that describes the image and its link for people visually impaired.	The needs of visually impaired Internet users are ignored.	

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Score	Web Pages	3	2	1	0	Comments
	"Primary Sources" Web page includes Copyright	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for almost all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for most borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Borrowed materials are not properly documented or material was borrowed without permission from a site that requires permission	
	All Links on the entire Web site	All links point to high quality, up-to-date, credible sites.	Almost all links point to high quality, up-to-date, credible sites.	Most links point to high quality, up-to-date, credible sites.	Less than 3/4 of the links point to high quality, up-to-date, credible sites.	
	Throughout the Web site, each Web page has a Page Title and Footer	All Web pages have a title in the design so when the URL is saved, a name will appear in favorites. Each page has a consistent footer. that links to the author's email.	Each Web page has a title in the design. Each page has a consistent footer but does not link to the author's email.	Each Web page only has one of these: Has a title in the design. Each page has a consistent footer. In the footer there is a link to the author's email.	Not consistently evident throughout the site.	
	"Site Map" Web page lists a linked outline to your Web lesson site	Site map is detailed and all the links work.	Site map is detailed, but all links do not work.	Site map is not detailed and all links do not work	Incomplete	

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Total Points: **63**

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TPS Project Presentation						
Score	CATEGORY	3	2	1	0	Comments
	Organization	Presenter presents information in logical, interesting sequence which the class can follow.	Presenter presents information in logical sequence which the class can follow.	Class has difficulty following presentation because the presenter jumps around.	Class can not understand presentation because there is no sequence of information.	
	Content Knowledge	Presenter demonstrates full knowledge (more than required) with explanations and elaboration.	Demonstrates full knowledge with ease but fails to elaborate.	Appears uncomfortable with the content presented, even though preparation is evident.	Preparation is not evident.	
	Visuals	Presenter uses visuals exceptionally well to reinforce content about the topic that will be used in the unit.	Presenter uses visuals to reinforce content about the topic that will be used in the unit.	Visuals are not reinforcing the content about the topic that will be used in the unit.	No visuals are used.	
	Delivery	Maintains the timeline allowed for the presentation with clarity, and without rushing to finish.	Maintained timeline of presentation with clarity.	Did not maintain timeline but appeared to be prepared.	Did not maintain timeline and appeared to be unprepared.	
p12 Pts.	Total					