

**Department of Teaching & Learning**

**Professional Education Unit**

**EDCI 6180-80, Microcomputers in Primary/Elementary Schools**

**Spring 2014**

**Instructor**: Dr. Nicole M. Kendall, Associate Professor

**Phone**: (615) 963-5482, office

(615) 963-5218, fax

(615) 829-6298, off-campus & text—*please use at respectable hours*

**E-mail**: nkendall@tnstate.edu

**Office Location:** 204A Clay Hall

**Class Days/Times**: Wednesdays: 4:40 – 7:40PM

**Office Hours**:

*(Shaded area reflect times of* ***availability****)*

**FALL SEMESTER**

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|  | 7AM | 8AM | 9AM | 10AM | 11AM | 12PM | 1PM | 2PM | 3PM | 4PM | 5PM |
| Monday |  |  |  |  |  |  |  |  |  |  |  |
| Tuesday |  |  |  | *10:00AM until 2:30PM* | | | | |  |  |  |
| Wednesday |  |  |  | *11:30AM until 4:00PM* | | | | | | |  |
| Thursday | **Appointments are strongly encouraged to better serve your course needs.**  **\*Appointments can be hosted in**  **person, phone, Facebook/Google meeting, or Skype.** | | | | | | | | | | |
| Friday |

## **Pre-requisites**

It is **strongly** encouraged that students be admitted in to the Teacher Certification program, if seeking licensure.

**Catalog Description**  
Microcomputers in Primary and Elementary Schools is designed for teachers and program administrators with little or no experience with microcomputers. The course will cover major educational issues in uses of microcomputers, along with guidelines for software and hardware evaluation and selection. This is a "hands-on" course in operating microcomputers and directing inservice for teachers. This course is specifically designed to address microcomputer education needs of teachers/administrators in PreK - Sixth grade schools. No previous computer experience is required.

## **Recommended Reading & Supporting Materials**

For your reading pleasure, I would encourage you to read: Howe, N. and Strauss, W. (2000). Millennials Rising. Vintage Books, [ISBN-10: 0375707190]

Supporting materials are beneficial for the completing of course tasks.

* Laptop, preferably with web camera
* Smartphone with text and photo capabilities
* Microsoft Office Application
* Audacity (free podcasting software): <http://audacity.sourceforge.net/>

##### Course Proficiencies (Knowledge, Skills, Dispositions)

### This course (as a whole) supports three areas of Knowledge, Skills, and Dispositions (KSD) performance outcomes. They are:

### Knowledge and Skills

### Maximize Learning

2A5. Assures that student have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.

2B2. Promotes positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and opinions related to the content area.

2B3. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.

Communicate

6A3. Uses technology appropriately and effectively in planning, investigating, and teaching and in communication with students, parents, and others.

### Dispositions

Specialize

7A2. Demonstrates competence in development of and application of content-specific pedagogical skills based on Tennessee and specialized professional association (SPA) criteria.

**Teacher Standards, Common Core Standards, and/or other National Discipline/Content Standards**

This course relies heavily on the standards adopted by the International Society for Technology in Education (ISTE). This non-profit organization outlines 21st expectations for administrators, teachers, students, and instructional coaches for the proper use of technology integration and learning. Standards can be viewed in depth at <https://www.iste.org/standards>

**Professional Expectations in Classroom Conduct:**

**Arrive.** Get to class before start time and return on time after breaks. This allows you to settle in, check with others, and be ready to start class on time.

**Prepare**. Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.

**Discontinue.** Turn off all social technology devices, digital media, and websites intended for personal and private communication while in class. Digital devices may be used for note taking, group discussions and classroom presentations.

**Attend** all class sessions including field experiences as applicable. If you miss more than one day in class or in the field, expect your instructor to be concerned and to have a conversation with you.

**Articulate and document.** Express your understanding of the subject matter concepts in conversations and personal notes. Connect the subject matter from class sessions, observations, and insights into an easily retrieved system for use with students and faculty. This deepens your knowledge and enables you to communicate using academic language in practical ways.

**Submit** assignments on or before the dates listed in this syllabus. When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.

**Produce** scholarly work (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means *think before you speak* and *proofread carefully* before you turn in your written work. If you need assistance in producing written work, please contact The Writing Center (found online at <http://www.tnstate.edu/aeao/centers/writing_center.aspx>. Work that does not meet scholarly expectations will be returned and will receive an unacceptable grade.

**Dress appropriately** for your work in schools. You are a model for students and you are always interviewing for a teaching position. This means dress so that if you are contacted by the school while in class, you could go to work directly without having to go home to change clothes.

**Collaborate** with your colleagues. Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.

**Communicate** with your instructor. Using the contact information in the syllabus, initiate contact with the instructor to clarify or resolve any information about the course, the assignments, due dates, and more.

**Instructional Strategies**

Methods and activities for instruction include:

* + - * 1. **Traditional Experiences** (e.g. 1. Lecture/Discussion; 2. PowerPoint Presentation; 3. Demonstration; 4. Drill; 5. Video; 6. Electronic Communication)
        2. **Interactive Experiences** (e.g. Cooperative Groups; Student Demonstrations or Presentations; Guided Discovery; Lab Exercises; Value Clarifications)

**Field Experience/Service Learning Information**

None

**General University Information**

1. **Official Course Enrollment —** Students who are not on the official class roster may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names appear in the enrollment system for this class. Please make sure that you are in the correct section. Any person (including children) not on the class roster or invited by the course instructor cannot attend class nor be on the premises of the University. A student may choose to audit the course.
2. **Classroom Conduct —** The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution.
3. **Academic Integrity —** students are individually responsible for what is earned and achieved in this course. Cheating and plagiarism constitute grounds for Grade-F no matter how well course performance is assessed. Any material taken from another work (including the author’s previously submitted coursework) must be documented using correct APA Style. In no instance may another person’s work be used as one’s own without penalty, this includes information received from others during examinations or submitting another’s assignments, papers, and other academic assignments as one’s own. When in doubt, students should check with the course instructor to clarify what is allowable and what is not allowable. Disciplinary sanctions may be imposed through regular TSU procedures. The instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” for the course, and to prohibit the student from attending class sessions for the duration of the semester.

On pages 22, the Tennessee State University Student Handbook states: Academic Misconduct. Plagiarism, Cheating, Fabrication – For purposes of this section, the following definitions apply:

* Plagiarism: the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own proper attribution.
* Cheating: shall mean, but is not limited to, using or attempting to use unauthorized materials, information, or aids in an academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit hours.
* Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise…

Plagiarism, cheating, and other forms of academic misconduct are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the institutional disciplinary procedures set forth below, the instructor has the authority to assign an appropriate grade for the exercise or examination, proportional to the nature and extent of academic misconduct, including an “F” for the assignment/test or an “F” in the course. Disciplinary sanctions will be imposed only through the appropriate institutional student disciplinary processes.

Tennessee State University Division of Student Affairs. (2012-2013). *THE STUDENT HANDBOOK: Concerning Student Affairs, Conduct and Discipline—Academic and Classroom Misconduct,* p. 22. Retrieved August 5, 2013, from Tennesee State University: <http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf>.

1. **Classroom Attendance —** Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance and be able to report on official request the number of absences of any student in the class. At any time from the beginning of the classes, an instructor may report a student for unsatisfactory attendance. Reporting a student is at the discretions of the instructor with the understanding that excessive absence is defined as no less than one more than the number of times a class meets per week. Any student report for excessive absence from class will be barred from further attendance in that class until formerly readmitted by the instructor. Some absences may be excused provided the student is responsible in informing the instructor and to finding out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to a lower grade for this course. Additional University policy regarding absences and the required explanation and justification is found in the *THE STUDENT HANDBOOK: Concerning Student Affairs, Conduct and Discipline—Class Attendance , Absences, Drop/Add and Withdrawals*, pp. 46-7. Retrieved August 5, 2013 from <http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf>

1st unexcused absence- minus 10 points   
2nd unexcused absence- minus an additional 20 points   
3rd unexcused absence- loss of one letter grade  
  
\*Students who arrive to class 10 minutes late (or later) will be deducted five (5) points. Total tardy deductions will occur at the end of the semester.

1. **Disabled Student Services —** students with documented disabilities must present the official documentation from the TSU Office for Students with Disabilities by the fourth class meeting of the semester. This is a private matter of concern between instructor and student. Without the proper documentation, any student is assumed to have no limitations in performing course requirements and to course standards.
   1. Contact Patricia Scudder, Director of Students with Disabilities—Disabled Student Services Office, at 963-7400, preferably before the fourth class meeting, if you need accommodation. The Departmentof Teaching and Learning in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. The instructor must be aware of your status if it will affect your class activities and assignments—*before* assignments are due.
   2. To obtain services the student must:

* Register with the Office for Disabled Student Services by completing the Disabled Student Registration Form. A link labeled *Register for Services (Download form)* can be located on this webpage <http://www.tnstate.edu/disabilityservices/>.
* Meet with a member of the Disabled Student Service office, 117 Floyd-Paine Center.
* Present the *Accommodation Letter* to their teachers describing the accommodation needed.

1. **Inclement Weather —** Class will meet for every class session except as noted in the syllabus or when the University officially closes due to weather conditions. It is acknowledged that weather conditions may be worse in areas other than Nashville, TN. Students are expected to notify the instructor when weather conditions prohibit safe travel to the campus.
2. **Children —** TSU policy prohibits children from attending any class session, left unattended in the hall or snack room, or allowed to remain unattended on campus. Faculty have been instructed, in writing, to direct any student who brings a child(ren) to class to leave.
3. **Changes to Course Syllabus —** The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

**Course Expectations**

Your assignments are due 24 hours *prior* to the start of a new modules, while in-class laboratory assignments will roll over into the next week (*unless directed by the instructor*). There is a 10% daily late penalty from the total score. Please make sure that you organize your schedule accordingly to meet the necessary deadlines.

The course schedule and interactive links to activities are available online at [*http://www.kendallcubs.org/edci6180.html*](http://www.kendallcubs.org/edci6180.html)

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| **Block One: January 22 – February 19, 2014**  **Foundations of Technology in a 21st Century Learning Environment** | | | | |
| **ASSIGNMENTS**  **(200 pts.)** | Technology Survey  Eyejot  Case Study One  Block One Discussion A  Tools Approach Poll  Rules & Routines Flyer  Block One Discussion B  Unit Rationale  Wordle  Media Share  Media Evaluation | 10 points  10 points  30 points  20 points  10 points  35 points  20 points  20 points  15 points  15 points  15 points | \_\_\_/10  \_\_\_/10  \_\_\_/30  \_\_\_/20 \_\_\_/10  \_\_\_/35  \_\_\_/20  \_\_\_/20  \_\_\_/15  \_\_\_/15  \_\_\_/15 |  |

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| **Block Two: February 26 – April 2, 2014**  **Technology and its Application in the Learning Environment** | | | | |
| **ASSIGNMENTS**  **(245 pts.)** | Case Study Two  Opening Unit Commercial  Block Two Discussion A  Let’s Get Data  Unit Assessment - Formative  Block Two Discussion B  Tell’em in 10 Powerpoint  Present Me Recording  Block Three Discussion C  Unit Image Tutorial | 30 points  20 points  20 points  20 points  20 points  20 points  60 points  20 points  20 points  15 points | \_\_\_/30  \_\_\_/20  \_\_\_/20  \_\_\_/20  \_\_\_/20  \_\_\_/20  \_\_\_/60  \_\_\_/20  \_\_\_/20  \_\_\_/15 |  |

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| **Block Three: April 9 – May 7, 2014**  **Integrated Technology in Action** | | | | |
| **ASSIGNMENTS**  **(175 pts.)** | WebQuest or Technology Action Plan  ASSURE Lesson Plan  LiveBinder Final | 65 points  60 points  50 points | \_\_\_/65  \_\_\_/60  \_\_\_/50 |  |

**Key Assignment(s)**

* The WebQuest serves as the key assignment for this course.

**Grading Scale**

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| --- |
| Points 620-558 -- A 557-496 -- B 495-434 -- C 433-372 -- D 372-below -- F |

**Final grades are not rounded up. If you receive total points of 899, that is considered an 89.9% (B).**

**Late Assignments** - Students will receive # of days x 10% for any late assignments. Example: An assignment that is three (3) days late would have a 30% point deduction from the total score.

**Makeup Tests** – Makeup exams will be given only if a) the student is out of town on university sanctioned activities (e.g. in the case of student activities) or b) the student provides a valid university approved medical excuse (student should be prepared to show documentation). All makeup exams must take place within 72 hours (3 days) of the missed exam.

**Incompletes** (or an I-grade) indicates that the student’s work in a course is incomplete but otherwise satisfactory standing in the class. An incomplete (or I) grade is only given to a student who must stop/extend the course due to an emergency. The “I” grade must be formally requested and approved by the instructor---with an incomplete contract signed and on file in the department office. The contract should outline the specific tasks and timeframe to fill the *remaining* requirements of the course. **Under no circumstances is an "I" grade given to avoid an F**.

The “I” grade must be removed from the graduate student’s permanent record within one (1) semester from the end of the term in which the “I” grade was awarded. If all requirements for removal of the “I” are not met within this period, the “I” grade will be changed to an “F” by the Office of Admissions and Records. \*Note: All enrolments in dissertation, thesis, or project writing courses shall carry the grade of “I” until the project is completed. The final letter grade is awarded to each previous enrolment where an “I” was awarded.

**Additional Readings/Resources**

The knowledge bases that support course content and procedures include:

1. **Contemporary References**Egbert, J. (2008). Supporting learning with technology: essentials of classroom practice. Upper Saddle River, New  
    Jersey: Pearson Prentice Hall.  
   Jackson, L. (2002). A Beginner's Guide to Integrating Technology. Unpublished online document. Retrieved July 1,  
    2004, from Education World Web site: <http://www.educationworld.com/a_tech/tech/tech130.shtml>   
   Lever-Duffy, J. (2005). Teaching and learning with technology (2nd ed.) New York: Pearson Education, Inc.Smaldino, S., Lowther, D., and Russell, J. (2008). Instructional technology and media for learning (9th ed.) New  
    York: Pearson Education, Inc.
2. **Classic References**Christensen, R. (1998). Effect of technology integration education on the attitudes of teachers and their students.  
    Unpublished doctoral dissertation, University of North Texas, Denton.DeMoulin, D. F., Kendall-Melton, R., & McBride, M. (2002). The Challenge of Effectively Integrating Technology  
    into the Classroom. Unpublished manuscript, University of Tennessee at Martin.Forcier, R.C. (1996). The Computer as a Productivity Tool in Education. Englewood Cliffs, New Jersey: Prentice  
    Hall  
   Hoffman, D., Sherry, L., Lurie, J., & McDaniel, J. (2001). The Teachers' Internet Use Guide. In B. Khan (Ed.),  
    Web-Based Training (pp. 485-490). Englewood Cliffs, NJ: Educational Technology Publications.  
   Perelman, L. (1987). Technology and Transformation of Schools. Alexandria, VA: ITTE Technology Leadership  
    Network.  
   Sheingold, K., & Hadley, M. (1990). Accomplished teachers: Integrating computers into classroom practices. New  
    York: Bank Street College of Education, Center for Technology in Education.  
   Wiley, D. (2000). "Connecting learning objects to instructional design theory: A definition, a metaphor, and a  
    taxonomy". Unpublished manuscript, Utah State University, Logan, Utah. Retrieved February 21, 2005,  
    from <http://reusability.org/read/chapters/wiley.doc>
3. **Key Journals**

Alexiou-Ray, J., & et.al. (2003). Changing Instructional Practice: The Impact on Technology Integration on

Students, Parents, and School Personnel. Electronic Journal for the Integration of Technology in Education,  
 2(2), 58-80.

1. **Online Sources**

Crawley, M. (2010, May). In Blooms Digital Taxonomy. Retrieved Oct. 10, 2010, from [http://www.slideshare.net/mjcawley/blooms-digital](http://www.slideshare.net/mjcawley/blooms-digital" \t "_parent)   
  
(2007). In The International Society for Technology in Education. (chap. National Educational Technology Standards and Performance Indicators for Students). Retrieved Sept. 4, 2010, from[http://www.iste.org/Libraries/PDFs/NETS\_for\_Student\_2007\_EN.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx" \t "_parent)  
  
Johnson, C. (n.d.). In Blooms Revised. Retrieved Oct. 10, 2010, from [http://clifmims.wetpaint.com/page/Blooms+Revised?t=anon](http://clifmims.wetpaint.com/page/Blooms+Revised?t=anon" \t "_parent)  
  
Jones, L. (2010). In The Career Key. (chap. Foundation Skills). Retrieved Sept. 15, 2010, from[http://www.careerkey.org/pdf/The%20Foundation%20Job%20Skills.pdf](http://www.careerkey.org/pdf/The%20Foundation%20Job%20Skills.pdf" \t "_parent)  
  
Notre Dame, University, (n.d.). In Bloom’s Taxonomy of Learning Domains. Retrieved Oct. 10, 2010, from[http://www.nwlink.com/~donclark/hrd/bloom.html](http://www.nwlink.com/~donclark/hrd/bloom.html" \t "_parent)   
  
Ribble, M. (2007). In Digital Citizenship, Using Technology Appropriately. (chap. The 9 Elements of Digital Citizenship). Retrieved Oct. 13, 2010, from [http://www.digitalcitizenship.net/Nine\_Elements.html](http://www.digitalcitizenship.net/Nine_Elements.html" \t "_parent)  
  
Shea, V. (2005). In The Core Rules of Netiquette. Retrieved May 3, 2008, from [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html" \t "_parent)

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| **Criterion** | **Performance Rating** | | | | |
|  | **Stone Tablet (Beginning: 0-1)** | **Tablet & Pencil (Developing: 2-3)** | **Apple Mac Tablet (Accomplished:4-5)** | | **Score** |
| **Overall Aesthetics - Overall Visual Appeal** | There are few or no graphic elements. No variation in layout or typography. OR Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability. | Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout. | | Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas, and relationship. Differences in type size and/or color are used well and consistently. |  |
| **Overall Aesthetics - Navigation and Flow** | Getting through the lesson is confusing and unconventional. Pages can be found easily and/or the way back isn't clear. | There are a few places where the learner can get lost and not know where to go next. | | Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them. |  |
| **Overall Aesthetics - Mechanical Aspects** | There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors. | There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors. | | No mechanical problems noted. |  |
| **Introduction - Motivational Effectiveness of Introduction** | The introduction is purely factual, with no appeal to relevance or social importance OR The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners. | The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem. | | The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem. |  |
| **Introduction - Cognitive Effectiveness of the Introduction** | The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows. | The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about. | | The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about. |  |
| **Task - Connection of Task to Standards** | The task is not related to standards. | The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards. | | The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards. |  |
| **Task - Cognitive Level of the Task** | Task requires simply comprehending or retelling of information found on web pages and answering factual questions. | Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources. | | Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product. |  |
| **Process - Clarity of Process** | Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this. | Some directions are given, but there is missing information. Students might be confused. | | Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next. |  |
| **Process - Scaffolding of Process** | The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task. Activities are of little significance to one another and/or to the accomplishments of the task. | Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task. Some of the activities do not relate specifically to the accomplishments of the task. | | The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task. Activities are clearly related and designed to take the students from basic knowledge to higher-level thinking. Checks for understanding are built in to access whether students are getting it. |  |
| **Process - Richness of Process** | Few steps, no separate roles assigned | Some separate tasks or roles assigned. More complex activities required. | | Different tasks or roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task. |  |
| **Resources - Relevance & Quantity of Resources** | Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time. | There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new. | | There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight. |  |
| **Resources - Quality of Resources** | Links are mundane. They lead to information that could be found in a classroom encyclopedia. | Some links carry information not ordinarily found in a classroom. | | Links make excellent use of the Web's timeliness and colorfulness. Varied resources provide enough meaningful information for students to think deeply. |  |
| **Evaluation - Clarity of Evaluation Criteria** | Criteria for success are not described | Criteria for success are at least partially described. | | Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. |  |
|  |  |  | | **Total Score:** |  |

**Comment(s):**

**EDCI 6190: Technology in the Schools Case Study Rubric**

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|  | **Stone Tablet (Completely Lacking-0)** | **Tablet & Pencil**  **(Acceptable-1)** | **Apple Mac Tablet (Proficient-2)** |
| **Depth** | Fails to address salient questions that arise from statements being made; consistently over-simplifies when making connections; fails to consider any of the complexities of the issue. | Addresses some but not all of the salient questions that arise from statements being made; rarely over-simplifies when making connections some but not all of the full complexity of the issue. | Thoroughly addresses salient questions that arise from statements being made; avoids over-simplifying when making connections; considers the full complexity of the issue. |
| **Accuracy** | Consistently makes inaccurate statements and/or fails to provide supporting evidence for claims.  Academic category: Incorrectly identifies, describes, and/or applies academic concept(s) | Usually but not always makes statements that are accurate and well-supported with evidence.  Academic category: Accurately identifies, describes, and applies appropriate academic concept(s) | Consistently makes statements that are accurate and well-supported with evidence.  Academic category: Accurately identifies, describes, and applies appropriate academic concept(s) |
| **Significance** | Draws conclusions and/or sets goals that don’t address the most significant issue(s) raised by the experience. | Draws conclusions and/or sets goals that usually address fairly significant issue(s) raised by the experience. | Draws important conclusions and/or sets meaningful goals that substantially address the most significant issue(s) raised by the experience. |
| **Integration** | Provides no clear connection between the experience and the learning. | Provides adequate and reasonably clear connection between the experience and the learning. | Provides thorough and very clear connection(s) between the experience and the learning. |
| **Writing** | Consistently makes typographical, spelling, and/or grammatical errors. | Make few typographical, spelling, and/or grammatical errors. | Makes very few or no typographical, spelling, and/or grammatical errors. |