

LITE Feedback Template

140/200

<p>OBJECTIVE S (10 points)</p>	<ul style="list-style-type: none"> Objectives unclear whether they are content or technology No evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues No standards are given or they are not related to the objectives Cites no standards source and date 	<ul style="list-style-type: none"> Either content or technology objective is missing Little evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by incorrect use of verbs or context clues Gives inappropriate student standards for either or both objectives Cites some but not all standards source and date 	<ul style="list-style-type: none"> One content objective and one technology objective Evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by correct use of verbs but context clues may not be clear Gives appropriate student standards for both objectives Cites standards source and date 	<ul style="list-style-type: none"> One content objective and one technology objective Clear evidence of higher level thinking in the Content objective (Analyze, Evaluate, or Create level of Bloom's) by correct use of verbs and context clues Gives excellent and appropriate student standards for both objectives Cites standards source and date Accomplishes all of the above on the first attempt 	<p>Both objectives are included but do not have appropriate degree. (Such as scoring 3 or higher on rubric, etc.) Evidence of higher level thinking is included and standards are appropriate.</p> <p>25/30</p>
<p>CONNECTIONS (30 points)</p>	<ul style="list-style-type: none"> Incorrect identification of Revised Bloom's Taxonomy level and no cognitive process given No discussion of collaboration with other professional educators; discussion of how you will conduct lesson alone 	<ul style="list-style-type: none"> Incorrect identification of Revised Bloom's Taxonomy level and/or cognitive process or justification H. Description of collaboration in very general terms and does not indicate professional educators you will work with or may describe only cooperation 	<ul style="list-style-type: none"> Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification H. Description of true collaboration with at least one professional educator when planning, teaching, or assessing pupil performance in this lesson. 	<ul style="list-style-type: none"> Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification Description of true collaboration with at least one professional educator when planning, teaching, and assessing pupil performance in this lesson. Accomplishes all of the above on the first attempt 	<p>Bloom's and cognitive process well described and appropriate. Collaboration with LMS and potentially other classroom teachers included but a bit brief.</p> <p>27/30</p>
<p>RESOURCES (10 points)</p>	<ul style="list-style-type: none"> Only 1-3 print/media/technology are listed. Few of the instructional documents, 	<ul style="list-style-type: none"> Not all specific print/media/technology is listed. Some obvious 	<ul style="list-style-type: none"> All specific print/media/technology is listed. All instructional documents, 	<ul style="list-style-type: none"> All specific print/media/technology is listed. All instructional documents, worksheets and assessments are listed. 2-3 sentence description for each resource telling 	<p>Resources listed with annotations and evidence of tech to enhance instruction.</p>

	worksheets and assessments are listed and files are included in the Appendix <ul style="list-style-type: none"> • Very short description telling how resources are used in the lesson or incomplete sentences. 	items are left out or discussed in very general terms. <ul style="list-style-type: none"> • Not all instructional documents, worksheets and assessments are listed and some files are included in the Appendix. • Very short description telling how resources are used in the lesson or incomplete sentences. 	worksheets and assessments are listed and files are included in the Appendix. <ul style="list-style-type: none"> • 1 sentence description telling how resources are used in the lesson. • No additional technologies are used to enhance instruction. 	how this resource is used in the lesson. <ul style="list-style-type: none"> • 1-2 additional technologies are used to enhance instruction. • Accomplishes all of the above on the first attempt 	
ASSESSMENT, (30 points)	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics do not address either objective. • Scoring rubrics do not have four levels and they may not quantify and qualify criteria at each level. • No alignment among assessment, instruction, and each objective 	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics do not address both objectives. • Scoring rubrics do not have four levels or they may not quantify and qualify criteria at each level. • Alignment among assessment, instruction, and each objective is not evident 	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics address both objectives. • Scoring rubrics have four levels and quantify and qualify criteria at each level. • Alignment among assessment, instruction, and each objective is evident 	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics are creative and clearly address both objectives and learning characteristics of pupils. • Scoring rubrics have four levels and clearly quantify and qualify criteria at each level. • Direct alignment and correlation among assessment, instruction, and each objective • Accomplishes all of the above on the first attempt 	Rubrics well-written in foru level criteria and address both objectives. They are aligned with the instructional activities of the lesson.
INSTRUCTION or Student Directions (30 points)	<ul style="list-style-type: none"> • Directions do not address student level and is not accurate content for both learning objectives. • Instructional activities do not connect objectives, assessment, age/ability level, identified standards. • Directions do not 	<ul style="list-style-type: none"> • Directions do not clearly address student level and is not accurate content for one of the learning objectives. • Instructional activities poorly connect objectives, assessment, age/ability level, 	<ul style="list-style-type: none"> • Detailed directions that address student level and accurate content for both learning objectives. • Instructional activities connect objectives, assessment, age/ability level, identified standards. • Directions provide evidence of 	<ul style="list-style-type: none"> • Detailed creative directions that clearly address student level and accurate content for both learning objectives. • Instructional activities clearly connect objectives, assessment, age/ability level, identified standards. • Directions provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils have the opportunity to create 1-2 technology products that meet or exceed lesson requirements. 	Scenario well-written. Student instructions well-written but could contain more detail. They are connected to objectives and standards.. Evidence of higher level thinking and pupil creation of tech products are included. 24/30

	<p>provide any evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT.</p> <ul style="list-style-type: none"> • Pupils do not create a technology product. 	<p>identified standards.</p> <ul style="list-style-type: none"> • Directions do not provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils create a technology product that does not meet lesson requirements 	<p>pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT.</p> <ul style="list-style-type: none"> • Pupils have the opportunity to create one technology product that meets lesson requirements. 	<ul style="list-style-type: none"> • Accomplishes all of the above on the first attempt 	
<p>Use of Technology and Sample Student Work (30 points)</p>	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Pupils use of technology in this lesson is not aligned with 3-4 of the following: objectives, assessment, age/ability level, identified standards • In this lesson pupils do not create a technology product at all. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is very poor with more than 10 mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> • Creates sample student project that does not meet any of the criteria 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Pupils use of technology in this lesson is not aligned with 1-2 of the following: objectives, assessment, age/ability level, identified standards • In this lesson pupils do not create a technology product that meets the lesson requirements ; i.e., does not use one of the required programs or does not create a required product • Your use of word processing features (such as word wrap, use of ruler markers, table management) is poor with 4-10 mistakes. 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards • Lesson requires pupils create a technology product that meets the lesson requirements. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is good with 3 or less mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> • Creates sample student project that clearly meets the criteria of IDP objective, projects would score a level 3 on your own IDP rubrics 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards • Lesson requires pupils create a technology product that meets the lesson requirements. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is excellent with no mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> • Creates excellent model student project that clearly meets the criteria of objective, projects would score a level 4 on your own IDP rubrics • Accomplishes all of the above on the first attempt 	<p>Use of technology aligned with objectives and age/ability of students. Sample student work nicely created.</p>

	<p>of IDP objective, or projects would score a level 1-2 on your own IDP rubric</p>	<p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> Creates sample student project that meets some of the criteria of IDP objective but not all, or projects would score a level 2 on your own IDP rubrics 	<ul style="list-style-type: none"> identified in the Context section 		
<p>REFLECTION AND SELF-EVALUATION (30 points)</p>	<ul style="list-style-type: none"> Names 1-2 general areas in which you need professional development (PD) with no discussion. Names 1-2 considerations for diversity of pupils with no discussion. Identifies 1-2 possible collaboration efforts with other professionals but no discussion. Lists 1-2 positive dispositions from the syllabus but no discussion. Self-evaluation is incomplete with 6-9 areas in the rubric not rated or 6-9 justifications are missing. 	<ul style="list-style-type: none"> Identifies one area in which you need professional development (PD) or discusses two areas in very general terms. Discusses one point of consideration for diversity of pupils or discussion very general. Discusses one point of discussion of possible collaboration with other professionals or discussion is very general. Discusses 1 positive disposition or discussion very general. Self-evaluation is incomplete with 1-5 areas in the rubric not rated and/or 1-5 justifications are missing. 	<ul style="list-style-type: none"> Identify 2 areas in which you need professional development (PD). Describe each specific PD you need. Discusses 2 points providing clear, appropriate consideration for diversity of pupils. Discusses 2 points providing discussion of possible collaboration with other professionals Discusses 2 positive dispositions. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. 	<ul style="list-style-type: none"> Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the training, and new skills you will apply to your professional work setting. Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils. Discusses 3 or more points providing comprehensive discussion of possible collaboration with other professionals Discusses 3 or more points providing excellent discussion of positive dispositions. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. Accomplishes all of the above on the first attempt 	<p>No self-evaluation included at all.</p> <p>0/30</p>
<p>REFERENCES (30 points)</p>	<ul style="list-style-type: none"> Listed at least two references, used APA format with many errors; No annotations 	<ul style="list-style-type: none"> Listed at least three references, used APA format with some errors; Annotations give little 	<ul style="list-style-type: none"> Listed five references, used correct APA format with few errors; Annotations give detail of 	<ul style="list-style-type: none"> Listed more than five references, used correct APA format; Annotations give two sentences—one gives the source's contents and the second tells how the source 	<p>Multiple references are included, but they are not in correct APA format (for the most part) and have no annotation. Standards are referenced.</p> <p>14/30</p>

	<p>or give very little detail of source contents and how source was used in creating lesson</p> <ul style="list-style-type: none"> • Very few citations • Provides no reference(s) for standards from Objectives section 	<p>detail of source contents and how source was used in creating lesson</p> <ul style="list-style-type: none"> • Not all “borrowed” information was cited or incorrect APA format • Provides some but not all reference(s) for standards from Objectives section 	<p>source contents and how source was used in creating lesson</p> <ul style="list-style-type: none"> • All “borrowed” information cited in correct APA format with 1-2 mistakes • Provides reference(s) for standards from Objectives section 	<p>was used in creating lesson.</p> <ul style="list-style-type: none"> • All “borrowed” information (even pictures) is cited in correct APA format. • Provides reference(s) for standards from Objectives section • Accomplishes all of the above on the first attempt 	
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