

## Designs for Technology-Enhanced Learning Lesson Plan Assessment

Criteria	4	3	2	1
<b>Clarity and Detail</b>		The plan is sufficiently detailed to enable another teacher to implement it in the classroom with little difficulty.	The plan is sufficiently detailed to enable another teacher to implement it with minor additional work.	The plan would need to be significantly fleshed out to enable another teacher to implement it in the classroom.
<b>Technology Value-Added</b>		A clear and compelling rationale for the value-added by the technology is provided. It is difficult to conceive how the activity could be done without the technology.	Rationale clearly demonstrates how some value is added through the incorporation of technology.	Rationale provides little sense of the value-added by the technology.
<b>UDL Connection</b>		The lesson leverages one or more UDL principles in tangible and substantive ways to support diverse learners.	The lesson offers opportunities to connect with one or more UDL principles.	There is little or no connection to UDL principles in the lesson.
<b>Technology Product</b>		The technology product is rich and pedagogically sophisticated. The sample vividly demonstrates value-added.	The technology product is sufficient to be used with students in the classroom or provides a well-developed example of what students might create.	The technology product is not well-developed.

**Designs for Technology-Enhanced Learning Lesson Plan Assessment**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Curriculum Goals &amp; Technologies</b></p> <p>(Curriculum-based technology use)</p>	Technologies selected for use in the instructional plan are <u>strongly aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>partially aligned</u> with one or more curriculum goals.	Technologies selected for use in the instructional plan are <u>not aligned</u> with any curriculum goals.
<p><b>Instructional Strategies &amp; Technologies</b></p> <p>(Using technology in teaching/ learning)</p>	Technology use <u>optimally supports</u> instructional strategies.	Technology use <u>supports</u> instructional strategies.	Technology use <u>minimally supports</u> instructional strategies.	Technology use <u>does not support</u> instructional strategies.
<p><b>Technology Selection(s)</b></p> <p>(Compatibility with curriculum goals &amp; instructional strategies)</p>	Technology selection(s) are <u>exemplary</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>appropriate, but not exemplary</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>marginally appropriate</u> , given curriculum goal(s) and instructional strategies.	Technology selection(s) are <u>inappropriate</u> , given curriculum goal(s) and instructional strategies.
<p><b>“Fit”</b></p> <p>(Content, pedagogy and technology together)</p>	Content, instructional strategies and technology <u>fit together strongly</u> within the instructional plan.	Content, instructional strategies and technology <u>fit together</u> within the instructional plan.	Content, instructional strategies and technology <u>fit together somewhat</u> within the instructional plan.	Content, instructional strategies and technology <u>do not fit together</u> within the instructional plan.
<p><b>LAT Planning Approach Reflection</b></p>			Reflection on planning approach was thorough and detailed.	Reflection was either shallow or not complete.

Total Points: \_\_\_\_\_ X 2 = \_\_\_\_\_/60 points