

ETEC 530 Assignment 2 Assessment Rubric:

	Exceeds requirement	Meets requirement	Not yet meeting requirements
Activities	Instructional goals are clearly communicated with the students. Learner can determine what they need to know or be able to do.	The purpose of the lesson is unclear or confusing to students	The purpose of the lesson is not specifically stated
	Learning activities examine the learner's prior knowledge and misconceptions	Learning activities attempt to probe the prior knowledge and misconceptions of students	Learning activities do not probe student's prior knowledge or misconceptions
	Activities are appealing, interesting, and engaging for learners	Activities are somewhat appealing and engaging for learners, but could be more interesting	Activities are not appealing, interesting, or engaging for learners
	Learning environment presents relevant and real world content	Activities are somewhat relevant with some real world content	Activities are not realistic or relevant to students' lives
	The lesson provides appropriate scaffolding to provide the guideline necessary for students to achieve learning goals	The lesson provides some scaffolding to guide students to the learning goals	The lesson does not provide adequate scaffolding to guide students to the learning goal
	Appropriate stimuli are provided for students to develop, modify, or change ideas	Limited opportunities are provided for students to develop, modify, or change ideas	Learners are not provided the opportunity to develop, modify, or change their ideas
	Students are given the opportunity to collaborate through group work with others	Students are given some opportunity to collaborate with others	Students are given not any opportunity to collaborate
Technology	Learning activities facilitate the use of technology to achieve learning goal	Learning activities use some technology to achieve learning goal	Learning activities do not use technology to achieve learning goal
	Learners have access to several online resources or tools	Learners have limited access to online resources or tools	Learners lack access to online resources or tools

Assessment	Students are provided the opportunity to solve a problem or produce a product (project) with relevance to a real world situation	Student are provided the opportunity to produce a product with limited real world relevance	Students are asked to produce a product that is regurgitation of information provided in the lesson
	A checklist or rubric is provided for students on the marking criteria	An incomplete or brief checklist or rubric is provided for students on the marking criteria	No checklist or rubric is provided for students
	Learners are provided opportunities for self-reflection and evaluation of their own progress	Learners are provided with the opportunity to self-reflect or evaluate their own progress	Self-reflection and self-evaluation opportunities are not provided
Organization	Webpages are laid out logically and organized in a sequential order with images and is visually appealing; easy to navigate	Webpages are laid with some organization scheme; some images are present and somewhat easy to navigate	Webpages are not well organized; not easy to navigate through the pages

References

Design of Constructivist Learning Environments (CLEs) Retrieved from <http://www.accesswave.ca/~hgunn/special/papers/hypertext/cle.html>

Learning Resources Unit @ BCIT (2003). Constructivist e-learning methodologies: A module development guide. *Pan-Canadian Health Informatics Collaboratory*. Retrieved from https://connect.ubc.ca/bbcswebdav/pid-4895-dt-content-rid-22463_1/courses/SIS.UBC.ETEC.530.66A.2012S.75/download/unit5-construct-method.pdf