ACTIVITY Expert	Accomplished	Dosetisfactory	Protects
5 potest	3 points	© potents	
From their respenses, I can tell that they read and understand the questions perfectly, and they fully understand the materials provided.	From their responses, I can see some understanding of the questions and the materials provided.	From their responses, I can clearly see than they diden't understand the questions or the material provided (wrong examples – talking out of the subject)	
From their responses to their peers, I can toll that they road and understand their peers' comments, perfectly, and they respond thoughtfully with one or more personal experiences, and a related specifics.	From their responses to their peers, I can too tooms understanding of their peers' commonsts.	From their responses to their peers, I can cleorly see that they didn't reside stand their peers' comments, and/or they didn't respond meaningfully to their poers' comments.	
The students responded two-or more responses by the due date.	The students responded only one response by the due date.	The students didn't respond or they responded after the due date.	
The students' comments have few spelling or grammar mintaken.	The students' comments have savarral spelling or grammar mistakes.	The students' community have more than it spelling or granemar montaken.	
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**M** Walker

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In Rethinking Rubrics in Writing Assessment Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives Rethinking Rubrics in Writing Assessment gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open Rethinking Rubrics in Writing Assessment and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment Technology Literacy Challenge Fund (TLCF) Project Summaries ,1998 Training for work in the Computer Age: How Workers who use computers get their Training Harold Goldstein, 1985 The Indispensable **Librarian** Doug Johnson, 1997 The author of a popular column in Technology Connection defines and clarifies the role of the school library media specialist in a technology enhanced school and gives advice on budgeting facilities design planning and staff development in an entertaining and motivational style Topics include developing a mission statement Internet access in schools software selection the future of books and working with equipment vendors Includes needs assessment guizzes and sample policies No index Annotation copyrighted by Book News Inc Portland OR Service at the Heart of Learning Emily Cousins, Amy Mednick, 1999 One of the few books on service learning written by K 12 teachers the volume explores the role of service in learning expeditions With vivid detail and stories from the classroom teachers discuss the way service deepens students academic achievement and character development Eighteen expeditions are organized into two sections Science Humanities Educational Technology for Teaching and Learning Timothy J. Newby, 2006 The third edition of Educational Technology for Teaching and Learning introduces teachers to the approaches methods and procedures for integrating not only computers but also other media into the curriculum This concise book provides the basics for becoming a knowledgeable educator in the 21st century understanding the foundations of learning and technology planning technology media supported learning experiences integrating technology and media meaningfully into the curriculum and ensuring the success of technology media supported lessons Assessing General Education Programs Mary J. Allen, 2006-03-03 General education is the core of the undergraduate experience It provides a lasting foundation for students future academic civil cultural economic and social lives Additionally as part of most general education curricula general education as well as first year experience programs are becoming virtually universal in colleges and universities first year seminars often are integrated into general education programs to promote student retention engagement and success The assessment of these institution wide efforts is particularly challenging but many campuses have made substantial progress from which we can

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