

# Impactful Technology Use Rubric



Purpose: This rubric is designed to help teachers and coaches formatively assess “impactful technology use” (ITU) by students on two dimensions: frequency and proficiency. It defines six indicators for ITU and provides illustrative examples of skills for each. These examples are not intended to be exhaustive, but to clarify the opportunities that teachers might create in their classrooms for students to demonstrate ITU.



The frequency rating pertains to how often students have had a chance to demonstrate these skills using technology.



The proficiency rating pertains to how competent or skilled students are in demonstrating these skills using technology.

Instructions: For each ITU indicator, select the frequency and proficiency rating that best describes student technology use in your classes overall. To better understand the dimension of proficiency, also refer to the descriptors provided in levels 1 and 5.

|   |  |   |   |  |  |   |
|---|--|---|---|--|--|---|
| <p> <b>Students SELECT RELEVANT TECHNOLOGY TOOLS</b> or resources to learn something new or complete a task at hand</p> <p>Example skills:</p> <ul style="list-style-type: none"> <li>Decide which technology tools to use (e.g., computer, notebook, or cellphone)</li> <li>Decide which technology resources to use (e.g., app or website)</li> </ul> | <p> In my classes, students select relevant technology tools or resources.</p>   | <p><b>1.</b><br/>Almost Never</p>   | <p><b>2.</b><br/>A few times per semester</p> | <p><b>3.</b><br/>Monthly (1-3 times per month)</p> | <p><b>4.</b><br/>Weekly (1-3 times per week)</p> | <p><b>5.</b><br/>Almost Daily</p>   |
|   | <p> My students are proficient in selecting relevant technology tools or resources (as appropriate for their grade level).</p> | <p><b>1.</b><br/>Not at all</p> <ul style="list-style-type: none"> <li>Students do not select technology tools and resources or only use teacher-selected technology tools and resources.</li> <li>Students use familiar tools and resources without considering what else might be available to help them be more engaged, learn better or complete their task (e.g., students always default to search engines and use the first link that appears or use the same tool for everything).</li> </ul> | <p><b>2.</b><br/>To a small extent</p>        | <p><b>3.</b><br/>To some extent</p>                | <p><b>4.</b><br/>To a large extent</p>           | <p><b>5.</b><br/>To a very large extent</p> <p>+ Students consider a variety of options (appropriate for the task) and select the most useful and engaging tools and resources for completing a task or learning (e.g., sites designed to help students with learning and research, social network resources, databases and spreadsheets, graphics and graphic organizers, etc.).</p> |



Students use technology to develop **COLLABORATION** skills

Students use technology to work together to solve problems, complete tasks, and accomplish common goals.

Example skills:

- Work in pairs or small groups to support one another in completing their assignments
- Divide tasks in order to complete group projects
- Give feedback to their classmates about their work In my classes, students use technology to collaborate.



In my classes, students use technology to collaborate.



My students are proficient in using technology to collaborate (as appropriate for their grade level).

1. Almost Never

2. A few times per semester

3. Monthly (1-3 times per month)

4. Weekly (1-3 times per week)

5. Almost Daily

1. Not at all

2. To a small extent

3. To some extent

4. To a large extent

5. To a very large extent

- Student use of technology does not help them effectively manage shared tasks, work together productively or actively support and involve each group member (e.g., one or two group members do the work and do not include others).

+ Students use technology effectively to create shared goals and strategies, organize and complete shared tasks, work together productively and make sure everyone has a chance to contribute.



Students use technology to develop **COMMUNICATION** skills

Students use technology to thoughtfully cross borders, connect with experts, local and global, and share what they have learned orally, in writing, and through a variety of media.

Example skills:

- Give a presentation to a specific audience
- Share work or ideas online (e.g., with people outside of school)
- Express their ideas for a specific audience through writing
- Express their ideas in a different way than writing (e.g., drawings, music, video)



In my classes, students use technology to communicate.



My students are proficient in using technology to communicate (as appropriate for their grade level).

1. Almost Never

2. A few times per semester

3. Monthly (1-3 times per month)

4. Weekly (1-3 times per week)

5. Almost Daily

1. Not at all

2. To a small extent

3. To some extent

4. To a large extent

5. To a very large extent

- Student use of technology does not result in effective connection with an audience—orally, in writing or through media—and does not clearly convey ideas for an intended purpose.
- Students do not use technology to connect with people who provide a real-world audience perspective.

- + Students use technology to engage an audience—orally, in writing or through media—and convey a clear message for an intended purpose.
- + Students use technology to connect with people who provide real-world audience perspective, and with whom they can actually experience concepts and practice communication skills.



Students use technology to develop **CREATIVITY** and **INNOVATION** skills.

Students use technology to generate and refine solutions to complex problems or tasks using ideation, synthesis, and analysis processes.

Example skills:

- Come up with different ideas or solutions and test them out
- Elaborate, refine, analyze and evaluate their ideas or solutions in order to improve them
- Create an original and compelling project incorporating their ideas or solutions



In my classes, students use technology to create and innovate.



My students are proficient in using technology to create and innovate (as appropriate for their grade level).

1.  
Almost Never

2.  
A few times per semester

3.  
Monthly (1-3 times per month)

4.  
Weekly 1-3 times per week

5.  
Almost Daily

1.  
Not at all

- Students use technology for copying of ideas, products, solutions or strategies from others rather than demonstrating originality or trying out new ideas.

2.  
To a small extent

3.  
To some extent

4.  
To a large extent

5.  
To a very large extent

+ Students use technology to demonstrate originality and inventiveness in their work and learn about the limits of their new ideas and how they can be improved.



**Students use technology to develop CRITICAL THINKING skills**

Students use technology to ask questions, investigate complex problems, evaluate different sources of information, and draw conclusions based on evidence and reasoning.

Example skills:

- Break down and analyze a complex problem when there is no single right answer
- Evaluate different sources of information
- Use evidence to draw conclusions



In my classes, students use technology to think critically about what they are learning.



My students are proficient in using technology to think critically about what they are learning (as appropriate for their grade level).

1.

Almost Never

2.

A few times per semester

3.

Monthly (1-3 times per month)

4.

Weekly 1-3 times per week

5.

Almost Daily

1.

Not at all

2.

To a small extent

3.

To some extent

4.

To a large extent

5.

To a very large extent

+ Students use technology to accurately evaluate evidence, analyze information and verify arguments (e.g., students use a learning management system to have a debate about a current event, defending their argument using evidence and acknowledging multiple points of view).

- Student use of technology does not support the development of original arguments and interpretations (e.g., students copy an answer from the internet without asking clarifying questions or evaluating the credibility of sources).



Students use technology to develop AGENCY

Students use technology to take responsibility for their learning by setting and driving goals, towards personal goals, by identifying their own topics, processes, and strategies, and by reviewing and reflecting on their work.

Example skills:

- Choose topics to study or goals that interest them
- Decide which activities will help them learn
- Plan and follow steps to reach a goal



In my classes, students use technology to develop their agency in taking on and completing tasks.



My students are proficient in using technology to develop their agency in taking on and completing tasks (as appropriate for their grade level).

1.

Almost Never

2.

A few times per semester

3.

Monthly (1-3 times per month)

4.

Weekly 1-3 times per week

5.

Almost Daily

1.

Not at all

2.

To a small extent

3.

To some extent

4.

To a large extent

5.

To a very large extent

- Students do not use technology in a self-directed manner. They may be compliant but do not take initiative.
- Student use of technology does not support them to set goals, create work plans or learn skills on their own.

- + Students set their own goals for learning and completing their work.
- + Students specify a plan for their work, with steps and criteria, and monitor their progress (e.g., set and keep track of a timeline for a project).
- + Students practice their skills on their own and use feedback to improve. They seek learning opportunities and take action to pursue their goals.