

**Teaching and Professional Development Learning Center
Assessment Rubric**

Dimension	Emergent	Sufficient	Well-Developed
<i>Educational Dimensions</i>			
Use of standards	Unclear or haphazard reference to standards	Some standards identified	Standards-based approach is evident.
Relevance of content	Hard to make connections between site and classroom	Classroom applications are evident	Translation to the classroom facilitated by content/approach on the site
Encourages high level thinking skills	Activities at <i>Remember</i> or <i>Understand</i> level of New Bloom's Taxonomy	Activities at <i>Apply</i> level of New Bloom's Taxonomy	Activities at <i>Evaluate</i> or <i>Create</i> level of New Bloom's Taxonomy
Use of site data	Activities are mostly tangential to information on the site	Activities rely on information presented in the site	Activities have users manipulate data or media on the site
Cultural knowledge	Cultural knowledge is not central to information on the site	Cultural knowledge is integrated into information on the site	Attributed cultural knowledge is the basis around which information on the site is developed
<i>Information Presented</i>			
Authority of Information	Relationship of authors to the site content is unclear	Authors of site content identify where the information comes from	Authors of site identify their specific expertise in posting information on this topic
Confidence in information presented	No means for evaluating accuracy of information.	References/author cited.	Information triangulated with another source; elder input.
Depth of	Lack of	Some detail and	Information on site

information presented	supporting details and connections	connection provided, but another source is needed to "round out" understanding of the topic	has sufficient details and connections to make understanding of the topic area feel complete.
Quality of writing	Writing quality is low making information difficult to comprehend	Site materials are easily comprehensible	Quality of writing enhances users' experience of the site
<i>Design & Interactivity</i>			
Graphic quality	Inconsistent or poorly-executed graphics hinder users' use of the site	Graphics are visually and functionally consistent	Aesthetics of the site enhance users' experience of the site
Interactivity	It is not clear how users interact with the site	Means for interactivity are on the site, but no or little evidence that users have taken advantage of them	Clear evidence of user interactivity on the site
Communication/ Spingboarding	Site does not promote communication or opportunities for users to build off others' learning centers	Means for communication and springboarding between users is evident	Communication between users is evident on the site and enhances users' experience of the site and the learning centers.
Ease of use	Presents navigation challenges for most users	Navigation is straight forward	Design facilitates and enhances users' understandings
Accessibility (sight, hearing, learning disabilities)	Accessibility issues not addressed	Accessibility issues are briefly addressed	Users of the site with accessibility issues are unhindered