

## TECHNOLOGY INTENSIVE COURSE DESIGNATION RUBRIC - Details

*Evaluators are encouraged to assign a **zero** to any work sample or collection of work that does not meet benchmark level performance.*

LEARNING OUTCOMES	Exemplary 4	Accomplished 3	Developing 2	Benchmark 1
1). Demonstrate basic knowledge of major concepts related to technology. <i>Includes: current theories, historical and data trends, empirical findings.</i>	Demonstrates a <b>thorough understanding</b> of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates <b>adequate consideration</b> of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates <b>awareness</b> of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates <b>minimal attention</b> to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
2.) Be able to critically read, evaluate and interpret research findings and/or theories and draw reasonable conclusions. <i>Includes: supporting or rejecting a hypothesis or theory, analyzing case studies, providing alternative explanations.</i>	Proposes <b>one or more</b> conclusions/hypotheses that <b>indicates a deep comprehension of the subject</b> . Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes <b>one or more</b> conclusions/hypotheses that <b>indicates comprehension of the subject</b> . Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes <b>one</b> conclusion/hypothesis that is <b>standard</b> rather than individually designed to address the specific contextual factors of the subject.	Proposes a conclusion/hypothesis that is <b>difficult to evaluate</b> because it is vague or only indirectly addresses the subject.
3.) Transfer, adapt, and apply prior knowledge to technology related issues and develop new understanding.	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom to <b>deepen understanding</b> of technology to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts to <b>illuminate</b> concepts of technology.	<b>Compares</b> life experiences and academic knowledge of technology to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas of technology <b>perceived as similar and related</b> to own interests.
4. Be able to identify reliable sources of information from a variety of resources. <i>Includes: library, websites, journals, magazines, newspapers, etc.</i>	Demonstrates <b>skillful use of high-quality</b> , credible, relevant sources to <b>develop</b> ideas that are appropriate for supporting technological claims & limitations	Demonstrates <b>consistent use</b> of credible, relevant sources to <b>support</b> ideas that are appropriate for supporting technological claims & limitations	Demonstrates an <b>attempt to use credible</b> and/or relevant sources to support ideas that are appropriate for supporting technological claims & limitations	Demonstrates an <b>attempt to use sources</b> to support ideas that are appropriate for supporting technological claims & limitations