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.

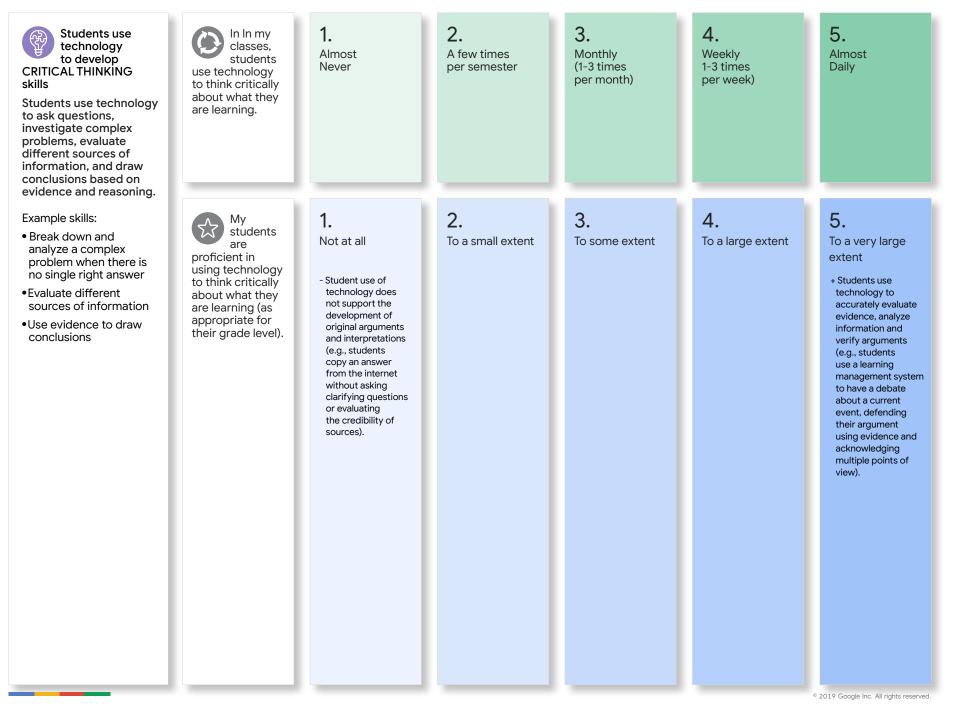
Instructions: For each ITU indicator, select the frequency and proficiency rating that best describes student technology use in your classes overall. To better understand the dimension of proficiency, also refer to the descriptors provided in levels 1 and 5.

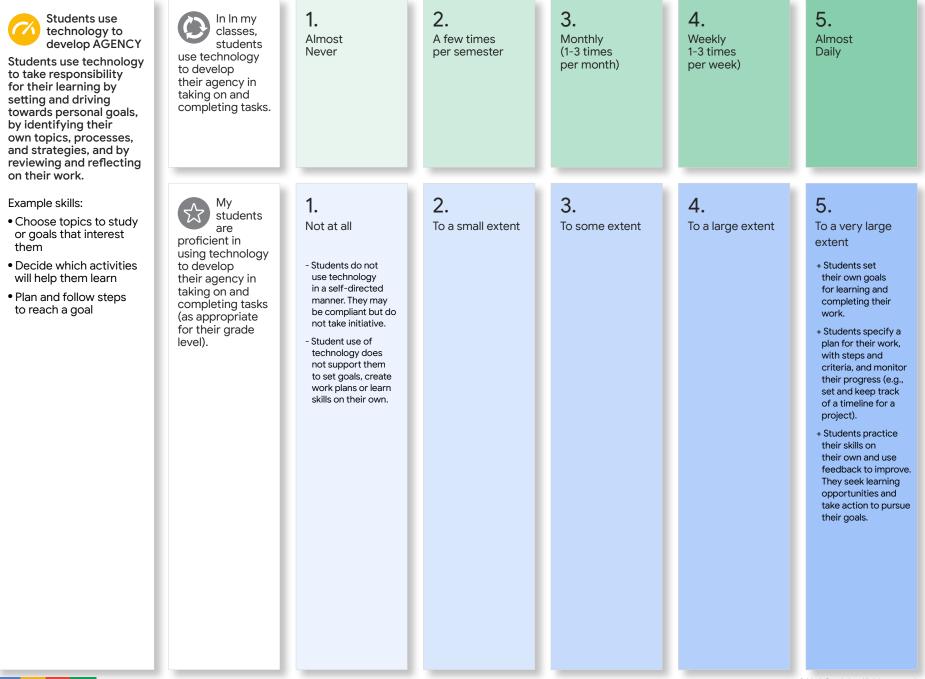
Students SELECT RELEVANT TECHNOLOGY TOOLS or resources to learn something new or complete a task at hand	In my classes, students select relevant technology tools or resources.	1. Almost Never	2. A few times per semester	3. Monthly (1-3 times per month)	4. Weekly (1-3 times per week)	5. Almost Daily
 Example skills: Decide which technology tools to use (e.g., computer, notebook, or cellphone) Decide which technology resources to use (e.g., app or website) 	My students are proficient in selecting relevant technology tools or resources (as appropriate for their grade level).	 hot at all Students do not select technology tools and resources or only use teacher- selected technology tools and resources. 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). 	2. To a small extent	3. To some extent	4. To a large extent	5. To a very large extent • 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.)

Students use technology to develop COLLABORATION skills Students use technology to work together to solve problems, complete tasks, and accomplish common goals.	In my classes, students use technology to collaborate.	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
 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. 	Wy students are proficient in using technology to collaborate (as appropriate for their grade level).	1. Not at all 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).	2. To a small extent	3. To some extent	4. To a large extent	 5. To a very large extent 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.	In In my classes, students use technology to communicate.	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
 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) 	Wy students are proficient in using technology to communicate (as appropriate for their grade level).	 Not at all 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. 	2. To a small extent	3. To some extent	4. To a large extent	 5. To a very large extent 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 realworld 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.	In In my classes, students use technology to create and innovate.	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
 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 	My students are proficient in using technology to create and innovate (as appropriate for their grade level).	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.





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