

Rubric for Assessing Student Knowledge of the Domains of Instructional Technology

Domain of IT	Unacceptable	Acceptable	Target
Professional Foundation	Candidate is unable to effectively communicate their professional area of expertise and their professional characteristics.	Candidate is able to communicate their professional area of expertise and their professional characteristics at an acceptable level.	Candidate is able to effectively communicate their professional area of expertise and their professional characteristics .
Design	Candidates are unable to design effective conditions for learning. They fail to demonstrate adequate knowledge in the principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.	Candidates' knowledge, skills, and dispositions to design conditions for learning are well grounded in principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.	Candidates' knowledge, skills, and dispositions to design conditions for learning are fully grounded in principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
Development	Candidates demonstrate simplistic knowledge, skills, and dispositions in the development of instructional materials and experiences. Their products fail to acknowledge principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.	Candidates demonstrate essential knowledge, skills, and dispositions in the development of instructional materials and experiences by applying basic principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.	Candidates demonstrate complex, integrated knowledge, skills, and dispositions in the development of instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
Utilization	Candidates lack basic knowledge of principles, theories, and research related to media utilization, diffusion, implementation, and policy-making.	Candidates show evidence that they can use processes and resources for learning that are grounded in principles, theories, and research related to media utilization, implementation, diffusion, and policy-making.	Candidates routinely use processes and resources for learning that are grounded in principles, theories, and research related to media utilization, implementation, diffusion, and policy-making.
Management	Candidates are unable to plan, organize, coordinate, and supervise instructional technology. They lack essential knowledge of principles, theories, and research related to project, resource, delivery system, and information management.	Candidates demonstrate baseline competence to plan, organize, coordinate, and supervise instructional technology through the application of principles, theories, and research to project, resource, delivery system, and information management	Candidates demonstrate extensive abilities to plan, organize, coordinate, and supervise instructional technology through the application of principles, theories, and research to project, resource, delivery system, and information management.
Evaluation	Candidates fail to demonstrate the ability to effectively evaluate instruction. They fail to acknowledge principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation.	Candidates demonstrate essential knowledge and skill in the evaluation of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.	Candidates demonstrate extensive knowledge and skill in the evaluation of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

COMMENTS: