Sam Houston State University
College of Education
Masters of Instructional Technology
Technology Facilitation Standards Reflection Rubric

The following rubric will be used to assess each Technology Facilitation Standards Reflection:

Reflection Indicators	Indicator Not Met	Indicator Partially Met	Indicator Met	Total
Description of effective or ineffective teaching/learning experiences or practices as related to technology facilitation practices to improve student learning	No description or evidence provided that explains effective or ineffective teaching/learning experiences or practices as related to technology facilitation practices to improve student learning. No description of who, what, when, and where.	Limited description or evidence that is superficial in explaining effective or ineffective teaching/learning experiences or practices as related to technology facilitation practices to improve student learning. Limited description of who, what, when, and where.	Thorough description and evidence that supports and explains effective or ineffective teaching/learning experiences or practices as related to technology facilitation practices to improve student learning. Clear description of who, what, when, and where.	
Analysis of effective or ineffective teaching/learning experiences or practices as related to technology facilitation practices to improve student learning Connection of experiences to specific Technology Facilitation Standard	No rationale provided for why some teaching/learning experiences or practices were more successful than others as related to improved student learning. Does not connect the Technology Facilitation Standard to the discussion on student learning; or, the connections are irrelevant or inaccurate. NO WHY?	Rationale is technically accurate, but conclusions are missing or not fully supported with theory or research to provide reasons for why some teaching/learning experiences or practices were more successful than others as related to student learning. The connections to the Technology Facilitation Standard are made in the discussion on student learning but have conceptual gaps or misunderstandings. LIMITED WHY?	Rationale is accurate, meaningful and appropriate conclusions are drawn from a deep understanding of the reasons (based on theory or research) why some teaching/learning experiences or practices were more successful than other as related to student learning. Logical connections to the Technology Facilitation Standard are made in the discussion on student learning. THOROUGH WHY?	
Planning for future teaching/learning experiences or practices as related to improving student learning and professional growth	No or inappropriate ideas are provided for redesigning future teaching/learning experiences or practices as related to improving student learning. No professional goals are presented, which relate to the insights and experiences described and analyzed in this reflection.	Provides ideas but offers no rationale for why these changes for redesigning future teaching/learning experiences or practices would improve student learning. Presents professional goals that are not strongly related to or is a vague plan for addressing the insights and experiences described and analyzed in this reflection.	Provides thorough ideas and explains why these modifications for redesigning future teaching/learning experiences or practices would improve student learning. Presents appropriate professional goals and specific steps for meeting those goals that clearly emerge from insights and experiences described in this reflection.	
Quality	Not professionally written; or standard English not used; paragraphs run together; many grammar, spelling or punctuation errors	Somewhat professionally written; or standard English not used; paragraphs run together; some grammar, spelling or punctuation errors	Professionally written; standard English; paragraph form; no grammar, spelling or punctuation errors	

Comments: Total Points Earned_____