

## Rubric: Reflection Questions

### *ADEA Micro-credential: Technology Integration in Didactic Teaching*

**Note:** A “Proficient” score must be achieved in each row or a resubmission will be required.

| Question 1:<br>Self-assessment | Proficient  | Developing  | Request Resubmission<br>Without Review  |
|--------------------------------|---|---|---|
| Purpose                        | <ul style="list-style-type: none"> <li>The purpose of the work is clearly stated and aligns with the micro-credential goal.</li> <li>The intended use and application of this work in practice is clearly described.</li> </ul> | <ul style="list-style-type: none"> <li>The purpose of the work is unclear or ambiguous.</li> <li>The intended use and application of this work is unclear or ambiguous.</li> </ul>                        | <ul style="list-style-type: none"> <li>The purpose, intended use, and application of this work is not stated.</li> </ul>  |
| Analysis                       | <ul style="list-style-type: none"> <li>Substantial evidence of reflection and analysis of the topic.</li> <li>Substantial discussion of how the work has been informed by current theory and practice.</li> </ul>               | <ul style="list-style-type: none"> <li>Minimum evidence of reflection and analysis of the topic.</li> <li>Minimum discussion of how the work has been informed by current theory and practice.</li> </ul> | <ul style="list-style-type: none"> <li>Literal description of the work; no evidence of reflection and analysis of the topic; no discussion of how the work has been informed by current theory and practice.</li> </ul> |
| Assessment                     | <ul style="list-style-type: none"> <li>Realistic and appropriate strategies for measuring the effectiveness of the work are discussed.</li> </ul>   | <ul style="list-style-type: none"> <li>Minimal discussion of how the effectiveness of the work were/will be assessed.</li> <li>Unrealistic or inappropriate assessment strategies included.</li> </ul>    | <ul style="list-style-type: none"> <li>No discussion of how the effectiveness of the work can be assessed.</li> </ul>   |
| Future plan                    | <ul style="list-style-type: none"> <li>Realistic and specific next steps are identified.</li> </ul>   | <ul style="list-style-type: none"> <li>Identifies unrealistic or vague next steps.</li> </ul>   | <ul style="list-style-type: none"> <li>Does not identify the next steps.</li> </ul>   |
| Question 2:<br>Ethics          | Proficient  | Developing  | Request Resubmission<br>Without Review  |
| Analysis                       | <ul style="list-style-type: none"> <li>Includes discussion of the most relevant or highest priority ethical considerations in the area of technology integration.</li> </ul>  | <ul style="list-style-type: none"> <li>Identifies ethical considerations that are marginal to this area but ignores higher priority concerns.</li> </ul>  | <ul style="list-style-type: none"> <li>Does not identify ethical considerations in the area of technology integration.</li> </ul>   |
| Strategies                     | <ul style="list-style-type: none"> <li>Realistic and specific strategies to address ethical challenges are discussed.</li> </ul>  | <ul style="list-style-type: none"> <li>Offers unrealistic or inappropriate strategies for addressing ethical challenges.</li> </ul>   | <ul style="list-style-type: none"> <li>Does not offer strategies to address ethical challenges.</li> </ul>  |

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### *ADEA Micro-credential: Technology Integration in Didactic Teaching*

| <b>Question 3:<br/>Diversity, Equity<br/>and Inclusion</b> | <b>Proficient (8-10)</b>  | <b>Developing</b>   | <b>Request Resubmission<br/>Without Review</b>   |
|--|---|---|--|
| Analysis   | <ul style="list-style-type: none"> <li>• Includes discussion of the most relevant or highest priority considerations related to diversity, equity and inclusion in the area of technology integration.</li> </ul>               | <ul style="list-style-type: none"> <li>• Identifies broad or generic concerns for diversity, equity and inclusion but ignores higher priority concerns.</li> </ul>  | <ul style="list-style-type: none"> <li>• Does not identify concerns for diversity, equity and inclusion in this area.</li> </ul>                             |
| Strategies   | <ul style="list-style-type: none"> <li>• Realistic and specific strategies to address concerns related to diversity, equity and inclusion in this area are offered.</li> </ul>  | <ul style="list-style-type: none"> <li>• Offers unrealistic or inappropriate strategies for addressing concerns around diversity, equity and inclusion in this area.</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not offer strategies for addressing concerns round diversity, equity and inclusion in this area.</li> </ul>    |
|  | <b>Proficient</b>   | <b>Developing</b>   | <b>Request resubmission<br/>without review</b>   |
| <b>Overall:<br/>Writing Quality</b>                        | <ul style="list-style-type: none"> <li>• Response is communicated professionally. (i.e., correct grammar, spelling and punctuation, and appropriate terminology).</li> <li>• Adheres to all formatting requirements.</li> </ul> | <ul style="list-style-type: none"> <li>• Response is not communicated professionally (i.e., incorrect grammar, spelling, punctuation and terminology that impacts clarity).</li> <li>• Partially adheres to formatting requirements.</li> </ul> | <ul style="list-style-type: none"> <li>• The response is unintelligible or indecipherable.</li> <li>• Does not adhere to formatting requirements.</li> </ul> |