

**Triple E Evaluation Rubric- *When to Use Technology*** by Liz Kolb

<b>Engagement in the learning</b>	<b>0=No</b>	<b>1=Somewhat</b>	<b>2=Yes</b>
The technology allows students to focus on the assignment/activity/goals with less distraction (Time on Task).			
The technology motivates students to start the learning process.			
The technology causes a shift in the behavior of the students, where they move from passive to active social learners (through co-use or co-engagement).			
<b>Enhancement of the learning goals</b>	<b>0=No</b>	<b>1=Somewhat</b>	<b>2=Yes</b>
The technology tool allows students to develop or demonstrate a more sophisticated understanding of the learning goals or content (using higher-order thinking skills).			
The technology creates supports (scaffolds) to make it easier to understand concepts or ideas (e.g. differentiate, personalize or scaffold learning)			
The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.			
<b>Extending the learning goals</b>	<b>0=No</b>	<b>1=Somewhat</b>	<b>2=Yes</b>
The technology creates opportunities for students to learn outside of their typical school day. (24/7 connection)			
The technology creates a bridge between students school learning and their everyday life experiences (connects learning goals with real life experiences).			
The technology allows students to build authentic life soft skills, which they can use in their everyday lives.			
<p>READING THE RESULTS</p> <ul style="list-style-type: none"> <li>● 14-18 Points: Exceptional connection</li> <li>● 10-13 Points: Strong connection</li> <li>● 7-9 Points: Average connection (re-evaluate does it enhance &amp;/or extend learning goals in significant way)</li> <li>● 6 Points or below: Low connection (possibly rethink if technology should be used at all)</li> </ul>	<p><b>TOTALS</b> <b>____/18</b></p>		

## Reading the Results

**13-18 Points=Green Light:** Exceptional or very strong connection between technology, instructional moves and learning goals. When a lesson has at least 13 points, it is always meeting all three components of the Framework. Therefore, these lessons tend to show a remarkable connection between the technology tools, instructional choices around the tool, and students' focus and take up of the learning goals. Students should be engaged as active time-on task social learners through the technology. Students understanding of the learning goals should be enhanced through the technology in ways that traditional tools could not easily do, and finally students understanding of the learning goals should transcend the classroom so that they are connecting what they are learning to their everyday life.

**7-12 Points= Yellow Light:** When a lesson is meeting between 10 and 12 points, The lesson is meeting at least two of the three levels of the Framework. By meeting at least two levels (most often engagement and enhancement or engagement and extension) there is a strong connection between technology tools and student's take up of the learning goals. When a lesson has between 7 and 9 points, The lesson is usually meeting two of the levels of the Framework. However, it is not usually meeting both components at all the highest options. Thus, while there is a connection between technology and learning goals, educators should take time to re-evaluate the lesson and technology choices and instructional moves to make certain that technology enhances and/or extends the learning goals in some significant way. This may be an opportunity to add more instructional moves into the lesson to better leverage the technology for student learning.

**6 Points or below= Red Light:** When a lesson has 6 points or below, the lesson is often meeting only one of the levels of the Framework. This level is almost always engagement. Consequently, the connection between technology, instructional moves and learning goals tends to be low and if engagement is the only connection, the educators should reconsider if this particular technology should be used in the lesson, if more instructional moves should be added to better leverage the technology for enhancing or extending learning or if a more traditional method (not using technology) may be more appropriate. In particular, since technology tends to extol much time and energy to set up and implement, it should be used carefully and purposefully.

# Instructional Strategies

If your lesson plan has 12 or less points, consider adding some instructional moves to better connect the technology tools to the learning goals. Below are some suggestions of strategies that teachers can use around and/or with the technology tool to help students foster reflective thinking practices, joint media engagement (co-use), monitor learning, and develop more authentic bridges between school learning and everyday life.

## Engagement

- Guided practice
- Modeling thinking
- Modeling navigation of the tool
- Software tour
- I do, we do, you do
- Teacher monitoring
- Student self-reflective monitoring
- Co-use or co-engagement
- Purposeful partnering
- Gradual release of learning
- Create a mentor text
- Share-aloud
- Turn and talk
- Switcheroo
- Eliciting Prior Knowledge

## Enhancement

- Active listening
- Switcheroo
- Self reflective practices
- Visible thinking routines
- Graphic organizers
- Visual representations of learning
- Reflective notebooks
- Anticipation guides
- Questioning practices
- Predicting
- Differentiation
- Personalization
- Share-aloud

## Extension

- Real world issues
- Partner with real world organizations
- Connect with authentic experts
- Engage students in authentic discourse with others
- Pen Pals
- Student's investigate and direct their own project
- Role playing
- Use authentic tools that are prominent in everyday life