

## VISIT Technological Rubric For Evaluating Lessons

### *Who uses this rubric?*

- The following is a rubric for you to use when you are writing your evaluation of a lesson that might be used by teachers for their own professional development in VISIT, or that might be used by VISIT teachers in their classrooms with their students.

### *What is a “lesson”?*

- A lesson typically will be something you can do in one to three hours time at the computer (or with your students in one or two class periods). If there are several lessons within a larger investigation or curriculum, please fill out this form for each lesson you review.
- These lessons may be ones that the VISIT project is developing,
- These lessons may be ones that are already offered in VISIT webct courses,
- The lessons may have been developed elsewhere (e.g. Northwestern LATE curriculum; MFTeach; ESRI lessons, etc.).

### *Who will read the evaluation you are writing?*

- Other teachers in VISIT. Teachers will use your evaluations to learn how another teacher thinks about the lesson. Teachers might decide whether to take a certain lesson based on your critique.
- The authors of the lessons you are reviewing. Authors of the lessons will use your evaluation to revise and improve the lesson.
- VISIT staff will use your evaluation to help decide whether to include the lesson in the VISIT professional development program for teachers.
- The evaluation may be read by the VISIT independent evaluators or NSF officers as a type of VISIT project documentation.

I hope you enjoy reviewing and evaluating lessons through using this rubric. Please suggest improvements to this rubric to [gis\\_xie@online.emich.edu](mailto:gis_xie@online.emich.edu).

### **Instructions:**

- Please use this form to describe and evaluate an individual lesson. A lesson typically will be something you can do in one to three hours time at the computer (or with your students in one, two or three class periods). If there are several lessons within a larger investigation or curriculum, please fill out this form for each lesson you review.
- Use the drop down menu in column 2 to rate each criterion. This should be on a continuum from 0 (Strongly Disagree) to 10 (Strongly Agree)

Strongly Disagree		Neutral		Strongly Agree						
←				→						
0	1	2	3	4	5	6	7	8	9	10

- Use the right-most column of the table to explain your rating for each item. Just click in the box and type your comments.
- Add any additional comments or items that you think should be included in the rubric at the end of this document.
- Save this file under a new name when completed. Include your last name in the file name. E.g. “hunterLATElsn2.doc”
- Unless you have received other instructions, please attach your completed evaluation document to an email and send it to both [gis\\_xie@online.emich.edu](mailto:gis_xie@online.emich.edu) and to [anneeschtruth@online.emich.edu](mailto:anneeschtruth@online.emich.edu).

You may want to suggest additional reviewers for this lesson. Include that information in your email.

## Evaluation Form

1. Reviewer Name:	SCOTT S. ALLEN	
2. Date Reviewed:	DEC. 1 2001	
3. Please identify the resource you are evaluating (name of overall package or project, specific lesson title, author, source, how obtained, URL, etc).	EXERCISE 3A-eOO file transfers Getting and Manipulating DataMark Schaap	
4. Are original authors, sources, copyrights, data ownership, etc. accounted for?	No	
5. Did you try this lesson with students? If yes, please tell something here about the class and students with whom you tried this.	No	
Quality of Lessons		
➤ Are instructions available for downloading the files?	10 Strongly Agree	
➤ Are instructions available for unzipping and installing the files?	9	<b>9</b>
➤ Is the project file created with an automatic directory setup (files are organized in sub-directories or folders)?	5	<b>not sure</b>
➤ Are appropriate grammar, spelling, and quality of language used?	8	<b>For the most part</b>
➤ Are exercises and instructions easy to understand (steps are in order and easy to follow)?	4	<b>4</b>

➤ Are high quality visual representations included (e.g. layouts sensible; screen shots readable; appropriate graphs)?	6	
➤ Are extensions and projections available and specified?	5	
➤ Technical soundness (i.e., does the technology work for both PC and Macintosh computers)?	3	<b>I had trouble joining files with Mac and did not have utility71 available. however, I got the gist of the lesson</b>
Identify the instructions or the procedures that are not working as instructed:		

<b>Types Of Data And Availability</b>		
➤ Is metadata presented for an investigation?	5	
➤ Are primary metadata, such as projection, parameter coding scheme, linking key-items between datasets provided?	5	
➤ Instructs user how to get the data (if some datasets are downloadable from Internet) or manage the data (place them in right directory / folder structure)?	7	

➤ Lesson instructs user how to use geo-referenced data sets, or images?	10 Strongly Agree	
Identify the types of data provided: cancer data  state, county and zip code data		

<b>Data Integration, Analysis and Interpretation</b>		
➤ Defining Data Pre-Processing: Is the data provided already processed, or procedures are given to process it?	5	data needs processing to limit columns for ArcView
➤ Which analysis methods are adopted? Are they appropriate for the purpose of the investigation and worth learning and doing?	5	
➤ Are the suggested tools highly appropriate and useful for the analysis and interpretation tasks?	7	yes, excell is useful to par down data prior to arview
Please identify tools used: excell		
Tools for analysis: Are teachers -provided with instruction in their use?	10 Strongly Agree	
Are the tools for analysis	10 Strongly Agree	standard in micorsoft office

accessible to the teachers?		
Are the tools for analysis accessible to the students?	10 Strongly Agree	
Are expected analysis outcomes defined clearly and completely?	10 Strongly Agree	
Are the analysis outcomes presented clearly and intuitively with adequate maps or graphics?	2	<b>procedure for joining tables is vague steps 36,37,38 gave me some trouble</b>
Are the map/graphic legends classified or grouped meaningfully?	10 Strongly Agree	
Are the map/graphic legends interpreted adequately and easily understood by the teachers	9	
Is there a final composite map for printing/plotting? If so, is the composite map designed with consideration of adequate cartographic elements (title, legend, scale, north arrow, source, maker?)	6	<b>not to my knowledge, author could have made visual what the final joined tables looked like then graphed/mapped them for student to see the aprox outcome</b>