

# SCORING GUIDE FOR INTEL UNIT PORTFOLIO CONTEST 2011

Name of participant:

Category: Trained Teacher [ ] / Trainee [ ]

Institute:

Date:

Traits	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)	0	WT	Score 1	Score 2	Total
<b>Instructional design</b>	Instructional design addresses CS and objectives.								
	The Unit Plan addresses all the CS identified for the unit.	The Unit Plan addresses most of the CS identified for the unit.	The Unit Plan addresses some of the CS identified for the unit.	The Unit Plan addresses only a few of the CS identified for the unit.		X2			
	All objectives/learning outcomes are written explicitly (measurable) in line with CS.	Most of the objectives/learning outcomes are written explicitly (measurable) in line with CS.	Some of the objectives/learning outcomes are written explicitly (measurable) in line with CS.	Only a few objectives/learning outcomes are written explicitly (measurable) in line with CS.		X1			
	Instructional design addresses 21st century skills.								
	Very appropriate 21 <sup>st</sup> century skills are identified and planned for achieving Intended Learning Outcomes.	Appropriate 21 <sup>st</sup> century skills are identified and planned for achieving Intended Learning Outcomes.	Fairly appropriate 21 <sup>st</sup> century skills are identified and planned for achieving Intended Learning Outcomes.	Somewhat appropriate 21 <sup>st</sup> century skills are identified and planned for achieving Intended Learning Outcomes.		X1			
	Ample opportunities are provided for students to refine and develop relevant 21st century skills.	Adequate opportunities are provided for students to refine and develop relevant 21st century skills.	Some opportunities are provided for students to refine and develop relevant 21st century skills.	Only limited opportunities are provided for students to refine and develop relevant 21st century skills.		X1			
	Instructional design incorporates Curriculum-Framing Questions (CFQs).								
	Very appropriate CFQs are designed to enhance student learning.	Appropriate CFQs are designed to enhance student learning.	Fairly appropriate CFQs are designed to enhance student learning.	Somewhat appropriate CFQs are designed to enhance student learning.		X1			
	Instructional design uses PBL approaches.								
	All key elements of PBL approaches are incorporated in the instructional design.	Most key elements of PBL approaches are incorporated in the instructional design.	Some key elements of PBL approaches are incorporated in the instructional design.	Only a few key elements of PBL approaches are incorporated in the instructional design.		X2			

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	Instructional design addresses student differences.								
	The unit plan provides ample scope and opportunity to accommodate diverse learning styles and preferences of the students.	The unit plan provides adequate scope and opportunity to accommodate diverse learning styles and preferences of the students.	The unit plan provides some scope and opportunity to accommodate diverse learning styles and preferences of the students.	The unit plan provides only limited scope and opportunity to accommodate diverse learning styles and preferences of the students.		X1			
<b>Technology integration</b>	Technology integration supports content learning.								
	Technology fully enhances conceptual understanding and develops content-specific skills and strategies.	Technology adequately enhances conceptual understanding and develops content-specific skills and strategies.	Technology partially enhances conceptual understanding and develops content-specific skills and strategies.	Technology hardly enhances conceptual understanding and barely develops content-specific skills and strategies.		X2			
	Technology integration supports 21st century skills.								
	Technology use fully support a variety of selected 21st century skills appropriate for the tasks and content to enhance learning.	Technology use adequately support a variety of selected 21st century skills appropriate for the tasks and content to enhance learning.	Technology use partially support a variety of selected 21st century skills appropriate for the tasks and content to enhance learning.	Technology use hardly support a variety of selected 21st century skills appropriate for the tasks and content to enhance learning.		X2			
	Tools are fully and creatively used to develop a variety of 21st century skills appropriate for the tasks and content.	Tools are adequately used to develop a variety of 21st century skills appropriate for the tasks and content.	Tools are partially used to develop a variety of 21st century skills appropriate for the tasks and content.	Tools are hardly used to develop a variety of 21st century skills appropriate for the tasks and content.		X1			
	Technology integration meets student and classroom needs.								
	Technology use provides ample scope and opportunity to accommodate students of diverse abilities.	Technology use provides adequate scope and opportunity to accommodate students of diverse abilities.	Technology use provides some scope and opportunity to accommodate students of diverse abilities.	Technology use provides limited scope and opportunity to accommodate students of diverse abilities.		X1			
	Technology use is highly feasible given the specific circumstances of the teaching situation.	Technology use is feasible given the specific circumstances of the teaching situation.	Technology use is moderately feasible given the specific circumstances of the teaching situation.	Technology use is hardly feasible given the specific circumstances of the teaching situation.		X1			

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<b>Assessment strategies</b>	Assessment strategies address CS and objectives.								
	All targeted learning objectives are clearly and thoroughly assessed.	Most of the targeted learning objectives are clearly and thoroughly assessed.	Some of the targeted learning objectives are clearly and thoroughly assessed.	Very few of the targeted learning objectives are clearly and thoroughly assessed.		X1			
	Assessment strategies are student-centered.								
	Ample opportunities are provided for students to assess themselves and peers.	Adequate opportunities are provided for students assess themselves and peers.	Some opportunities are provided for students assess themselves and peers.	Only limited opportunities are provided for students to assess themselves and peers.		X1			
	Ample opportunities are provided for students to contribute towards the development of assessment tools.	Adequate opportunities are provided for students to contribute towards the development of assessment tools.	Some opportunities are provided for students to contribute towards the development of assessment tools.	Only limited opportunities are provided for students to contribute towards the development of assessment tools.		X1			
	Assessment strategies are varied and ongoing.								
	Varied assessment strategies are very appropriately used throughout the unit to meet the assessment purposes.	Varied assessment strategies are appropriately used throughout the unit to meet the assessment purposes.	Varied assessment strategies are fairly appropriately used throughout the unit to meet the assessment purposes.	Varied assessment strategies are somewhat appropriately used throughout the unit to meet the assessment purposes.		X1			
	Ample opportunities are provided for continuous assessment.	Adequate opportunities are provided for continuous assessment.	Some opportunities are provided for continuous assessment.	Only limited opportunities are provided for continuous assessment.		X1			
<b>Implementation</b>	Evidence of classroom implementation.								
	The unit has been fully implemented in the classroom as evidenced by the documentation	The unit has been adequately implemented in the classroom as evidenced by the documentation	The unit has been partially implemented in the classroom as evidenced by the documentation	The unit has hardly been implemented in the classroom as evidenced by the documentation					
<b>Copyrights</b>	Copyright and Citation								
	Ample evidence is provided to show that participants have addressed the copyrights	Adequate evidence is provided to show that participants have addressed the copyrights	Some evidence is provided to show that participants have addressed the copyrights	Only limited evidence is provided to show that participants have addressed		X1			

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	issues.	issues.	issues.	the copyrights issues.					
	All citations and references for materials used are appropriately indicated.	Most citations and references for materials used are appropriately indicated.	Some Citations and references for materials used are appropriately indicated.	Only a few Citations and references for materials used are appropriately indicated.		X1			
<b>Overall presentation</b>	Organization and Presentation of Portfolio.								
	The unit is exceptionally systematically and coherently organized and presented.	The unit is systematically and coherently organized and presented.	The unit is fairly systematically and coherently organized and presented.	The unit is somewhat systematically and coherently organized and presented.		x1			
Total						25			

Name and Signature of Judge 1:

Name and Signature of Judge 2: