

This is an example of criteria judges are looking for when measuring a learning activity.

Microsoft Partners in Learning Canada 2015– Judging Form

Project Number													Title
State													
Educator													
Judge													Category
													Total
Evaluation Criteria	Outstanding + 80 %			Very good 79 – 60 %			Good 59 – 40 %			Fair 39 – 20 %			/100
<p>Planning and Design of the Learning Environment</p> <p><i>Question: How is the learning planned? What are the stated objectives and learning outcomes? Do students plan, assess and revise their own work? To what extent does the planning for learning facilitate the development of different dimensions of 21st century skills e.g. knowledge building, use of ICT for learning, problem-solving and innovation, self-regulation, collaboration and skilled communication.</i></p> <p><i>Overview: Examples of planning are outlined (e.g. pedagogic approach, links to resources used) and demonstrate creativity and innovative teaching practices. The learning activities afford students the opportunity to acquire self-regulation skills.</i></p>	12	11	10	9	8	7	6	5	4	3	2	1	/12
<p>Presentation of the Project – Evidence of Learning</p> <p><i>Question: How does the student work exemplify the planning for learning? To what extent does the student work demonstrate different dimensions of 21st century skills e.g. knowledge building, use of ICT for learning, problem-solving and innovation, self-regulation, collaboration and skilled communication?</i></p> <p><i>Overview: Various examples of products and outcomes created by learners throughout this project illustrate clear evidence of the learning process engaged in by learners including ground breaking use of ICT.</i></p>	8	7	6	5	4	3	2	1			/8		

<p>Collaboration <i>Question: To what extent does the learning activity require students to collaborate and negotiate with other people to make substantive decisions that shape the content, process or product of their work? Is their work interdependent?</i> <i>Overview: The learning activities require students to work with other people, sharing responsibility while making substantive decisions for developing a joint product, a design, or an answer to a complex question which requires all students to contribute in order for the group to succeed. Students may be collaborating with their peers in the classroom, or with students or adults outside the classroom.</i></p>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	/16
<p>Knowledge Construction & Critical Thinking <i>Question: To what extent does the learning activity stimulate students to construct and apply knowledge, and is that knowledge inter-disciplinary?</i> <i>Overview: The learning activities require students to move beyond reproducing what they have learned to construct knowledge through interpretation, analysis, synthesis, or evaluation. These learning activities ask students to generate ideas and understandings that are new to them, to apply the knowledge they constructed in a different context and to connect information and ideas from two or more academic disciplines.</i></p>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	/16
<p>Extended Learning Beyond the Classroom <i>Question: To what extent does the learning activity require solving real-world problems? Are students' solutions implemented in the real world?</i> <i>Overview: The learning experience is not bound by classroom walls, time-frame of conventional lessons, subject parameters. Students engage in problem-solving using authentic data or situations from the real world. The students' ideas / designs or solution are put into practice /implemented for audiences outside the classroom and have meaningful impact on communities locally and /or globally.</i></p>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	/16
<p>Cutting Edge Use of Technology for Learning <i>Question: To what extent do students use ICT in ways that support knowledge construction, collaboration, or learning beyond the classroom? Does ICT use enable new knowledge construction or extend learning beyond the classroom opportunities that would not have been possible without it? Have digital tools been used in imaginative and ground-breaking ways to support learning processes? Are students passive consumers of ICT, active users, or designers of an ICT product for an authentic audience?</i> <i>Overview: The learning activity involves students' use of ICT – whether or not the use of ICT helps students construct knowledge or extend learning beyond the classroom, and whether or not students could construct the same knowledge or extend learning beyond the classroom in similar ways without using ICT.</i></p>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	/16
<p>Educator as Innovator and Change Agent <i>Question: Has the educator significantly changed the learning process through the use of ICT? Has the educator made a difference beyond their own classroom?</i> <i>Overview: In environments where innovative teaching is challenging, have innovative teaching practices and ICT been used in instrumental ways to change how students learn. Does the educator demonstrate evidence of continuous improvement in their professional practice, model lifelong learning and exhibit leadership in their school and professional community by supporting other educator's development and understanding of the impact on learning of the effective use of digital technologies?</i></p>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	/16