# Assessment marking criteria

## Assessment instructions

What is the ideal set up for ICTs your classroom? It depends on the requirements of the syllabus, availability of ICT, and also safety and security. Write a policy brief for your school’s senior management that models for them what such as a set up/design should be.

In MS Word, write a two-page (12 point font size) ICT in school policy and implementation plan that will guide teachers in your on how best to manage ICTs at school. It should contain:

* advice on how to secure and protect the school’s ICT resources
* a plan of the ideal computer lab configuration
* a classroom guide on how to use ICTs for teaching and learning
* a cell phone at school policy containing what they should be used for, what they should NOT be used for, safeguards, etc.

## Marking criteria

**Marking rubric for Unit 40**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Column Heading** | **Not proficient  (0 marks)** | **Partially proficient  (1 mark)** | **Proficient**  **(3 marks)** | **Exceeded expectations**  **(4 marks)** |
| **Amount of information** | One or more topics were not addressed | All topics are addressed, and most questions answered - detail is lacking | All topics are addressed and most questions answered with at least minimal detail - and at least one example. | All topics are addressed and all questions answered with sufficient detail and examples |
| **Quality of information** | Information has little or nothing to do with the main topic. There is no critical analysis. | Information clearly relates to the main topic. Points are insufficiently developed. Analysis is minimal | Information clearly relates to the main topic. Points are made, but analysis is weak. | Information clearly relates to the main topic. Points are clearly made. Analysis is sophisticated |
| **Sources** | Some sources are not accurately documented. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented in the desired format |
| **Spelling and grammar** | Many grammatical, spelling, or punctuation errors. | A few grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | No grammatical, spelling or punctuation errors |
| **Organisation** | The information appears to be disorganised. | Information is organised, but paragraphs are not well constructed. | Information is organised with well-constructed paragraphs. | Information is very organised with well-constructed paragraphs and subheadings. |
| **TOTAL** | | | | **/20** |